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ABSTRACT

A total of 99 participants were involved in the training phase of this Institute during August, 1966 and the follow-up phase from August, 1966 through July, 1967. They represented a small number of school connected lay committees, school board members, administrators, and a larger number of teachers in seven Michigan school systems. The planned program was broadly comprehensive in scope; teacher and lay participants were action oriented. The objectives of the Institute were to develop an understanding of educational problems incident to de facto segregation, to develop teams at two levels of authority as disseminators of goals and content of the Institute, to present a variety of approaches of social change in the school organization, and to help participants to conduct seminars and services implementing the Institute's goals. (Author/CB)

ED056112

# FINAL REPORT OF INSTITUTE TRAINING PROGRAM

September, 1967

by

Dr. Edward Leibson, Program Director

# Problems Incident to De Facto School Segregation:

## An Action Approach

Contract Number OEC 3-6-000169-1940
P.L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

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The project reported herein was supported by a contract from the United States Department of Health, Education and Welfare.

Contractor: Wayne State University
College of Education
Detroit, Michigan 48202

Program Director: Dr. Edward Leibson

# PREFACE

The material contained in this report is a complete resume of all activities involved in the Institute #169; Problems Incident to De Facto School Segregation: An Action Approach. It places in one source all of the materials prepared and utilized to conduct the Institute.

To those few who have the fortitude to read this entire document, I welcome you to the frustrations that are prone to fall upon any individual who attempts to influence societal change.

The changes reported in this document are not monumental. The existence of the Institute itself caused some anxiety but in retrospect these discomforts were small compared with the massive upheaval which gripped our city this summer.

I hope that anyone who reads this report will overlook the shortcomings and focus upon the unmet needs as represented in proposals that have yet to be achieved. It is my view that the problems facing this nation are reflected in part in the content of this report. What happens now is anyones guess. We can work to attain better results, but as you will see, the odds against change are great.

Detroit
August, 1967

## ABSTRACT

### Identification

Title: *Problems Incident to De Facto School Segregation: An Action Approach*

Author of Report: Dr. Edward Leibson, Director

"Contract Number OEC 3-6-000169-1940, P.L. 88-352, Title IV Section 404, The Civil Rights Act of 1964."

Director: Dr. Edward Leibson

Contractor: Wayne State University
College of Education
Detroit, Michigan 48202

"The Project Reported Herein Was Supported by a Contract from the U. S. Department of Health, Education and Welfare."

### Dates

Planning phase June 20 - August 5, 1966; training phase August 8-26, 1966; follow-up phase August 29, 1966 - July 31, 1967.

### Participants

A total of 99 participants; representing a small number of school connected lay committees, school board members, administrators and a larger number of teachers; from the following school systems: Detroit, Inkster, Oak Park, Pontiac, River Rouge, Sumpter, and Ypsilanti.

## Objectives

1. To help develop among selected school personnel a comprehensive understanding of the educational problems incident to de facto segregation, i.e., social psychological aspects, legal aspects, instructional aspects and administrative aspects.

2. To develop teams of participants, at two levels of authority, who will seek to transmit the Institute's goals and content in their respective school systems.

3. To present a variety of approaches designed to encourage school personnel to attack actively the problems of segregation at the school level and at the system wide level.

4. To help participants implement Institute learnings via a series of consultative seminars and field services during the school year following the Institute.

## Procedures

1. Participants from selected multi-racial communities in the Wayne, Oakland, and Washtenaw Counties were invited to participate.

2. The on-campus phase of the Institute consisted of small and large group discussions, lectures, video tape presentations, and field trips focused on the above outlined objectives. Stress was placed upon an analysis of desegregation problems in each school system and on the development of plans to attack these problems in the year following the Institute.

3. A series of meetings during the school year have been planned to help participants implement Institute learnings (as well as to evaluate the effectiveness of the Institute). Some of these meetings

will be with the full group and others will be with individual teams in their respective school districts.

Results and Conclusions

1. The planned program was broadly comprehensive in scope and more than adequately covered the necessary background.

2. Few administrators and central office personnel were participants. Administrative and Board participation was provided for by an amendment to the original plan which sought to use that category of personnel as consulting staff of the Institute. Teacher and lay participants provided unanticipated strength in terms of action oriented recommendations.

3. The plans for desegregation and the supporting efforts to resolve areas of concern related to the desegregation of schools bear great possibilities. The test of their strength will be determined during the school year.

PARTICIPANTS

| Name | Address | Title |
|---|---|---|
| Adams, Walter | 3831 Kendall<br>Detroit, Michigan | Teacher |
| Anderson, Priscilla | 3336 Preston<br>Detroit, Michigan | Parent |
| Appleyard, Joyce | 1166 Neafie<br>Pontiac, Michigan | Teacher |
| Austin, Gloria | 21271 Mendota<br>Detroit, Michigan | Teacher |
| Baehr | 29818 Parkwood<br>Inkster, Michigan | Parent |
| Baldwin, Beulah | 3128 Elmwood<br>Detroit, Michigan | Parent |
| Banks, Laura | 3974 Meldrum<br>Detroit, Michigan | Parent |
| Birch, Barbara J. | 18000 Brinker<br>Detroit, Michigan | Assistant Principal |
| Borgeson, Kenneth | 9596 Abington<br>Detroit, Michigan | Teacher |
| Braun, Moor | 19321 Riverview<br>Detroit, Michigan | Teacher |
| Bruce, Jean | 467 W. Alexandrine<br>Detroit, Michigan | Teacher |
| Cheesman, Herbert | 19457 Ilene<br>Detroit, Michigan | Teacher |
| Cohen, Francine | 2932 Waring<br>Detroit, Michigan | Teacher |
| Coleman, Marion | 3620 Ludden<br>Detroit, Michigan | Parent |

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|---|---|---|
| Cross, Lemuel J. | 26742 Hopkins<br>Inkster, Michigan | Director, Special Services |
| Chisholm, Carole | 8761 Dexter<br>Detroit, Michigan | Teacher |
| D'Anjou, Herbert | 9184 Bryden<br>Detroit, Michigan | Teacher |
| Dent, Bernard | 18427 Wexford<br>Detroit, Michigan | Teacher |
| DeVaughn, Cora | 1664 Hazelwood<br>Detroit, Michigan | Teacher |
| Ellis, George | 18988 Sorrento<br>Detroit, Michigan | Teacher |
| Esselman, Ollie | 3346 Gladstone<br>Detroit, Michigan | Teacher |
| Fake, Mabel G. | 25376 Harcourt<br>Detroit, Michigan | Teacher |
| Foley, Mary Louise | 322 Chidister<br>Ypsilanti, Michigan | Parent |
| Fuller, Sheila | 4046 Vickburg<br>Detroit, Michigan | Teacher |
| Gilchrist, Joseph | 3421 Chicago<br>Detroit, Michigan | Teacher |
| Goines, Lucille | 163 W. Rundell<br>Pontiac, Michigan | Parent-PTA Council President |
| Goldberg, Eugene | 18516 Kentucky<br>Detroit, Michigan | Teacher |
| Greene, Mary L. | 2970 W. Grand<br>Detroit, Michigan | Teacher |
| Harris, Ovelma | 2953 Hendricks<br>Detroit, Michigan | Parent |
| Hartson, Ronald | 14067 Linnhurst<br>Detroit, Michigan | Teacher |
| Hazy, Mary | 8348 Greenfield<br>Detroit, Michigan | Teacher |
| Hester, Callie R. | 27152 Kitch<br>Inkster, Michigan | Administrator |

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|---|---|---|
| Holley, Peter M. | 28451 Brentwood<br>Detroit, Michigan | Teacher |
| Hollingsworth, Sammie J. | 1396 Mt. Elliott<br>Detroit, Michigan | Parent |
| Holman, Carol | 4349 Glendale<br>Detroit, Michigan | Teacher |
| Hurlong, Georgette | 3326 Calvert<br>Detroit, Michigan | Teacher |
| Hutson, Barbara | 18060 Mendota<br>Detroit, Michigan | Teacher |
| Johnson, Oliver | 2019 Washburn<br>Detroit, Michigan | Teacher |
| Kimbrough, George | 2947 Glendale<br>Detroit, Michigan | Teacher |
| Kingston, Raymond | 5660 Textile Road<br>Ypsilanti, Michigan | Principal |
| Kohen, Roselea | 18611 Pinehurst<br>Detroit, Michigan | Teacher |
| Lee, Golene | 2212 Canton<br>Detroit, Michigan | Parent |
| Leslie, Barbara E. | 4786 Crane<br>Detroit, Michigan | Teacher |
| Long, Ruby | 29409 Thomas Circle<br>Inkster, Michigan | Teacher |
| Lowenthal, Richard A. | 17549 Wisconsin<br>Detroit, Michigan | Assistant Principal |
| Maddox, Helen R. | 21014 Evers<br>Detroit, Michigan | Parent |
| Magness, Alvin E. | 3804 Elmhurst<br>Detroit, Michigan | Teacher |
| Mallet, Claudia | 2030 W. Boston<br>Detroit, Michigan | Teacher |
| Mathis, Louise | 16826 Lawton<br>Detroit, Michigan | Teacher |
| Mayfield, James W. | 7145 Chalfonte<br>Detroit, Michigan | Teacher |

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|---|---|---|
| McKenzie, William Jr. | 1725 Virginia Park<br>Detroit, Michigan | Teacher |
| McMahon, Margaret | 210 N. Lafayette<br>Detroit, Michigan | Teacher |
| Mercer, Lois | 2844 Elizabeth<br>Lake Road<br>Pontiac, Michigan | Counselor |
| Miller, Lowell | 16816 Ward<br>Detroit, Michigan | Teacher |
| Mines, Shirley | 18932 Warrington Dr.<br>Detroit, Michigan | Teacher |
| Mitchell, Celestine | 1639 Gladstone<br>Detroit, Michigan | Teacher |
| Newman, Dorothy | 1731 Oakman<br>Detroit, Michigan | Teacher |
| Novick, Larry | 25223 Southwood<br>Southfield, Michigan | Teacher |
| Novick, Bertha | 19345 Woodingham<br>Detroit, Michigan | Teacher |
| Nunez, William | 25 S. Sanford<br>Pontiac, Michigan | Principal |
| Oglesby, Allison | 12503 Broadstreet<br>Detroit, Michigan | Teacher |
| Owens, Margarette | 5722 Crane<br>Detroit, Michigan | Parent |
| Peyton, Gladys | 269 Cedardale<br>Pontiac, Michigan | Teacher |
| Pickens, Lillie | 18111 Hart<br>Detroit, Michigan | Parent |
| Points, Bethesda | 618 Lawrence<br>Detroit, Michigan | Teacher |
| Poskel, Rose | 18908 Cherrylawn<br>Detroit, Michigan | Administrator |
| Randall, Richard M. | 17303 Ohio<br>Detroit, Michigan | Teacher |

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|---|---|---|
| Ratcliffe, Evelyn | 1550 Chateaufort<br>Detroit, Michigan | Teacher |
| Ratliff, Gloria | 29130 York<br>Inkster, Michigan | Teacher |
| Rehberg, Jane | 312 Wallace<br>Ypsilanti, Michigan | Principal |
| Richard, Zeline | 16246 La Salle<br>Detroit, Michigan | Teacher |
| Richardson, Roland | 11342 Broadstreet<br>Detroit, Michigan | Teacher |
| Roberts, Delbert | 1475 W. Boston<br>Detroit, Michigan | Administrator |
| Robinson, Carrie | 224 Tennyson<br>Highland Park, Mich. | Teacher |
| Robinson, William | 5002 Whitfield<br>Detroit, Michigan | Teacher |
| Rosario, Neugolca | 2205 Lothrop<br>Detroit, Michigan | Teacher |
| St. Clair, Cecil | 1700 Buena Vista<br>Detroit, Michigan | Teacher |
| Seese, June | 12778 Appoline<br>Detroit, Michigan | Teacher |
| Shelton, Annie | 1443 W. Philadelphia<br>Detroit, Michigan | Counselor |
| Smith, Delores Ann | 14830 Holmur<br>Detroit, Michigan | Teacher |
| Smith, Ernest | 19329 Pinehurst<br>Detroit, Michigan | Teacher |
| Stengel, Diane | 16225 Greenfield<br>Detroit, Michigan | Teacher |
| Stone, LaRue | 3316 Webb<br>Detroit, Michigan | Parent |
| Swartzback, Raymond | 8240 Grand River<br>Detroit, Michigan | Teacher |
| Thomas, Barbara J. | 3007 Hogarth<br>Detroit, Michigan | Teacher |

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|---|---|---|
| Thompson, Thelma | 10416 N. Oak Drive<br>Detroit, Michigan | Parent |
| Thompson, William | 232 E. Buena Vista<br>Detroit, Michigan | Teacher |
| Thurman, Francine | 20865 Mendota<br>Detroit, Michigan | Parent |
| Tilwick, Richard | 2391 Dorchester<br>Troy, Michigan | Counselor |
| Todd, Ora W. | 3969 Meldrum<br>Detroit, Michigan | Parent |
| Tracy, Donald | 489 Blunk St.<br>Plymouth, Michigan | Teacher |
| Tucker, Bonnie B. | 15319 Northgate<br>Apt. #302<br>Oak Park, Michigan | Teacher |
| Vanderburg, Ruth | 4367 Philadelphia<br>Detroit, Michigan | Teacher |
| Van Lowe, Peter | 19301 Wisconsin<br>Detroit, Michigan | Teacher |
| Williams, Hazel | 7750 Burnette<br>Detroit, Michigan | Teacher |
| Winiarski, Diane | 2428 Casmere<br>Detroit, Michigan | Teacher |
| Wlodkowski, Raymond | 19414 Irvington<br>Detroit, Michigan | Teacher |
| Yon, Patricia | 2200 Fuller Road<br>Apt. #209B<br>Ann Arbor, Michigan | Teacher |
| Zotos, Evangelos | 20214 Irving<br>Detroit, Michigan | Teacher |

Racial Composition: 66 Negro 33 white

Number of each type of school personnel represented:

| Teachers | Counselors, Assistant Principals, Principals, Central Office Staff |
|---|---|
| 71 | 11 |

Citizens Advisory Personnel

17

Included in the totals above are teachers at the elementary, junior and senior high school levels.

The counselors, Assistant Principals, and Principals included representatives of elementary, junior and senior high schools. The Citizens Advisory Personnel included parents from an Urban Redevelopment Demonstration Project, City wide P.T.A. Council and a community council.

The following school systems from the State of Michigan were represented: Detroit, Inkster, Oak Park, Pontiac, River Rouge, Sumpter, and Ypsilanti.

The schools within each system represented were as follows:

Detroit: Senior High Schools

Northern, Cody, Cooley, Northeastern, and Central

Junior High Schools

Winterhalter, Miller, Lessenger, Webber, Durfee and Brooks

Elementary Schools

Alger, Maybee, Keidan, McKerrow, Pitcher, Beaubien, Myra Jones, Bagley, Sampson, Clinton, Hubert, Pattengill, Biddle, Goldberg, Hillger, Davison, Howe and Wingert

Inkster: Woodson, Carver, Lincoln

Oak Park: Carver

Pontiac: Eastern Junior High, Pontiac Central High

River Rouge: Northrup, Walter White

Sumpter: Sumpter Junior High School

Ypsilanti: Perry School

Permanent Staff

Each staff member had at least two functions if not more. The general responsibility assumed by each staff member was continuing consultation with one small group and chairing two daily sessions of the Institute. Particular responsibilities in addition to the two listed above were as follows:

1. Mrs. Margaret Ashworth, Associate Director - Made contacts with prospective participants, arranged the small groups, developed the arrangements for the first live-in weekend. In addition, Mrs. Ashworth was called upon for immediate consultations in Oak Park and Ypsilanti. Mrs. Ashworth made a formal presentation of a shared learning program which she initiated while a member of the Wayne County Intermediate School District Desegregation Advisory Project. Several resource consultants were contacted by Mrs. Ashworth. Facilities for review of textbooks were arranged under her guidance. The high degree of understanding and professional skill possessed by Mrs. Ashworth contributed significantly to the overall program. Her knowledge and background in the area of problems related to school desegregation provided a significant contribution to the Institute.

2. Mrs. Jacqueline Collins, Associate Director, made contacts with several resource consultants. She made a formal presentation

of a Negro history unit which was well received by the participants. This was one contribution which could receive immediate application in the fall in all school districts. Mrs. Collins secured all of the correlated reading materials for each days session and arranged these materials so they could be distributed in an efficient manner. She made the arrangements for the luncheon on the first day of the Institute as well as the coffee breaks. Mrs. Collins made the necessary arrangements for the field trips and did the preliminary observations to check on the appropriateness of these trips. If there was any weakness in Mrs. Collins' work it was in relation to the small group she chaired. I believe that she felt slightly overtaxed with the amount of administrative responsibility and her small group tended to drift without much direction from her.

3. Arthur Johnson - Carried out the two major assignments with great ability and understanding. In addition to his two major assignments he participated in a panel discussion of the officials and unofficial lines of communication within a school system. His formal role as associate director of the Michigan Civil Rights Commission and his community assignment as a member of the city wide committee investigating the Detroit High Schools gave added direction to his small group which included respresentatives from various high schools in Detroit. Mr. Johnson also arranged a press conference for Miss June Shagaloff, National NAACP Education Director. Portions of the TV and radio interview were carried on major stations in the Detroit area. Mr. Johnson analyzed the evaluations of the Institute and compiled the reactions.

4. John Perdue - worked with a team from Pontiac. His new role in the fall is that of Director of Inter-Group Relations for the Pontiac Schools. He was able to formulate plans which will make his new responsibility appropriate to the tasks ahead within that school system. Mr. Perdue carried out the two major responsibilities assigned. He also participated in the panel discussion of the official -vs- unofficial lines of authority.

5. Mrs. Audrey Showfer - consulted with a team composed of a group of parents delegated by the Miller Demonstration Project of the Detroit Public Schools and a team from the Winterhalter Junior High School in Detroit. The Miller Demonstration Project is an attempt to involve schools from low socio-economic racially separated areas with a school located within an urban renewal area. Mrs. Showfer exercised ability and sensitivity with both portions of her team. She was responsible for the preliminary, weekly and terminal evaluation forms. Mrs. Showfer made arrangements for the showing of video tapes of teaching in desegregated classrooms. She chaired the discussion of the observations made by the high school and junior high school participants of the video tapes.

6. Dr. Daniel Freudenthal - had the responsibility of consulting with the team for Durfee and Brooks Junior High Schools of Detroit. Dr. Freudenthal took a major role in the design of the evaluation procedures in cooperation with Mrs. Showfer. He participated in the panel discussion of the official -vs- unofficial lines of authority. In addition, he made a major presentation of a case study of the desegregation of Berkeley California Schools.

Dr. Freudenthal reviewed the final program in relation to the objectives of the Institute. His ability and competence in this area added a great deal to the Institute.

7. Abraham Ulmer had the responsibility of consulting with the Webber and Lessenger Junior High School Teams from Detroit. Mr. Ulmer participated in the panel discussion of official - vs - unofficial lines of authority. He also took the major responsibility for the arrangements of the social functions. He made the report of the informal activities of the Institute. His major contribution was made during the presentation of the plans of each team. In every case he demonstrated the ability to note the possible pitfalls and was able to assist with improved reformulations. He was called upon for immediate consultation in Ypsilanti.

8. Mrs. Barbara Simmons worked with a team composed of elementary staff members from Detroit. She conducted the discussion sessions following the elementary video tapes of teaching in a desegregated setting. Mrs. Simmons made a formal presentation on how to gain community involvement. She made the motel arrangements for the second live-in weekend. Mrs. Simmons carried out all of her responsibilities with skill and knowledge.

Consultants and Guest Lecturers

Consultants are outlined below in the section dealing with content. There were two general categories of consultants; (1) those who contributed to the background of the participants and (2) those who had an opportunity to obtain background through their interaction with the participants.

Those who contributed to the background of the participants were as follows:

1. Dr. Robert Crain, Assistant Professor of Sociology, University of Chicago.
2. Dr. Richard Wisniewski, Assistant Professor, Educational Sociology, Wayne State University.
3. Mr. Louis Lomax, Essayist, Lecturer, Journalist, T.V. personality, Los Angeles, California.
4. Dr. Samuel W. Williams, Professor of Philosophy, Morehouse College, Atlanta, Georgia.
5. Dr. Rachel Weddington, Assistant Professor, Educational Psychology and Research, Queens College, New York.
6. Miss June Shagaloff, Education Director, NAACP, New York.
7. Dr. Max Wolff, Director of Research, Commonwealth of Puerto Rico, New York.
8. Mr. Frederick Williams, Assistant Superintendent of Schools, New York City.
9. Dr. Edward B. Fort, Coordinator of Curriculum Studies, Detroit Public Schools.
10. Father Robert Drinan, Dean, Boston University Law School.
11. Mrs. Rita A. Scott, Director, Education Division, Michigan State Civil Rights Commission.

Almost all of the presentations were of high quality. We would recommend Mrs. Scott for presentations in Michigan, but this would be the limit of her effectiveness.

Mr. Frederick Williams did not appear to be sensitive to the broad implications of the statistics he used. He did not seem to be aware of even greater needs in the desegregation of staff. His was the weakest presentation.

Each of the remaining consultants merit consideration for use by other institutions. Three of the consultants should be given special consideration in this report: Dr. Samuel Williams, Dr. Rachel Weddington, and Dr. Max Wolff. Their contributions were the best of many high quality presentations.

## CONTENT

Objective I

To help develop among selected school personnel a comprehensive understanding of the educational problems incident to de facto segregation, i.e., socio-psychological aspects, legal aspects, instructional aspects, administrative aspects.

The planned program was broadly comprehensive in scope and more than adequately covered Objective I. The attached outline of the program attests to that. It embraced the following subjects and the following consultants:

1. Problems of the Large School System: Dr. Robert Crain, Assistant Professor of Sociology, University of Chicago and Senior Study Director, Nation Opinion Research Center, Director, National Defense Education Act Training in Mathematical Sociology, Associate Editor, The American Journal of Sociology, Director of Research to the Advisory Panel on Integration of the Chicago Public Schools, 1963.
2. The Law and De Facto Segregation: Dr. Theophilus McKinney Jr., Professor of Political Science, Southern University, Executive Associate, Education and World Affairs (unable to participate because of personal emergency).

Reactors: Mr. George Bushnell, Attorney for the Detroit Board of Education and Mr. Ernest Goodman, distinguished Civil Rights attorney.

3. Demographic Information: Dr. Richard Wisniewski, Assistant Professor, Educational Sociology, College of Education, Wayne State University.

4. Current Controversy Relative to Black Power: Mr. Louis Lomax, Essayist, lecturer and journalist, active in the civil rights movement; author of The Negro Revolt which records the history of the civil rights movement up to 1961.

5. Assistance Offered by the State Department of Education: Dr. Ira Polley, State Superintendent of Public Instruction, (unable to appear).

6. Historical Framework of the Problem: Dr. Samuel W. Williams, Minister, President and Chairman, Executive Committee, Atlanta Branch, NAACP, Former President and member, Board of Directors, Greater Atlanta Council on Human Relations, Member, Board of Directors, Georgia Council on Human Relations, 3rd. Vice President, Southern Christian Leadership Conference, Co-Chairman, Atlanta Summit Leadership Conference, Professor of Philosophy, Morehouse College, Atlanta, Georgia.

7. The U.S. Interest in De Facto School Segregation: Congressman Conyers (Unable to appear at the last moment because of legislation responsibilities in emergency).

8. Concerns of School Board Members About De Facto School Segregation: Dr. Remus G. Robinson, M.D., Member of Detroit Board of Education since 1955, President, 1958-59, 1965-66, Trustee, Citizens Redevelopment Corporation of Detroit, Member, Medical Hospital Study Committee of the Detroit Commission of Community Relations, Member,

Council of Political Education, President of the Council, 1965-66, Board of Directors, Detroit Urban League, Detroit Regional Planning Commission; Miss Marilyn Jean Kelly, State Board of Education; Mr. Richard Kirk, Trenton Board of Education Trustee.

9. Effects of Segregated Education on Children, Negro and White: Dr. Rachel Weddington, Assistant Professor, Educational Psychology and Research, Queens College, City University of New York, Co-Director, Human Relations Workshop, Rutgers University, Summer, 1964, Director, Teacher Institute on Special Instructional Problems in Recently Desegregated Schools, Yeshiva University, New York City, Summer, 1965.

10. Who Speaks for the Negro Community?: Dr. Charles E. Stewart, Director of Teacher Education, Detroit Public Schools, Faculty member, University of Michigan, Part time faculty member, Wayne State University, (Did not appear due to mixup in schedule and communications).

Reactors who did participate: Rev. William Ardrey, Rev. Albert Cleage, Mrs. Lena Bivins, Active parent in her inner city neighborhood.

11. Civil Rights and the Schools: Miss June Shagaloff, Education Director, NAACP, who directs that organization's public school desegregation drive.

Reactors: Dr. George Henderson, Mr. Robert Tindall.

The planned program provided time for participants questions and comments after each formal presentation. The planned program was so packed with formal presentations that there was minimal time for work in small groups, and in practice insufficient time for individual participation in general discussion. The packed program allowed insufficient time for informal interaction.

Objective II

To develop teams of participants at two levels of authority, who will seek to transit the Institute's goals and content in their respective school systems; difficult to achieve since few administrative personnel of Detroit area school systems nor board members were able or willing to accept invitations to participate.

Administrative and board participation was provided for by an amendment to the original plan which sought to use that category of personnel, particularly from the Detroit Public Schools, as paid consulting staff of the Institute.

Though participants in the Institute could not achieve the balance originally intended, nevertheless the fact that grass root teacher and parent participation provided potential, if unanticipated strength in terms of action oriented recommendations.

Objective III

To present a variety of approaches designed to involve school personnel in actively attacking the problems of segregation at the local school level and at the system wide level. This phase will focus on the experiences of communities throughout the nation as well as on the utilization of all appropriate local agencies concerned with eliminating segregation.

The permanent Institute staff itself was represented of various local agencies and interests and included two members from school systems outside the local area. (See attached listing of staff.)

The planned program was comprehensive in its coverage of alternative attacks on the problem of de facto school segregation.

1. Educational Parks: Dr. Max Wolff, Director of Research, Commonwealth of Puerto Rico - Labor Division, Immigration Department, Consultant to the New York City Board of Education, on the problems of de facto segregation, leading exponent of the Educational Park as a solution to de facto segregation in urban centers.

2. Integration of Staff: Mr. Frederick H. Williams, Assistant Superintendent of Schools, New York City, Consultant to Integration, Board of Education, 1955-1958, Consultant to Superintendent, of Schools on Integration Program, 1958-1961, Director, Human Relations Units, New York City Public Schools.

Reactors: Mr. R. Marks, Director, Detroit Commission on Community Relations; Dr. Evelyn J. Bonnington, in charge of secondary teacher assignment, Detroit Public Schools, Department of personnel.

3. Current Plans for Desegregation - The Berkeley Experience, A Case Study: Dr. Edward B. Fort, Coordinator of Curriculum Studies, Regions 1, 2, 3, Detroit Public Schools and Dr. Daniel K. Freudenthal, Coordinator of Research and Publications, Berkeley Public Schools, Berkeley, California.

4. Shared Learning Experiences: Mrs. Margaret Ashworth, Staff member, Wayne County Desegregation Advisory Project, Teacher Detroit Public Schools to June 30, 1966, beginning July 1, 1966, Vice Principal, Detroit Public Schools.

5. Unit on Negro History: Mrs. Jacqueline Collins, Auditorium Teacher, Detroit Public Schools, and group of Detroit School teachers who helped develop and are using the unit.

6. Video-Tapes - Pupil Teacher Planning in an Inner City Classroom: Showing and discussion under leadership of Mrs. Barbara Simmons, Staff member, Teacher, Washington, D. C. Public Schools, Civil Rights and Parent Leader in the Washington, D. C. area, and by Mrs. Audrey Showfer, Staff Member, Social Psychologist.

7. Massachusetts Writes Desegregation Requirement into State Law and Provides Financial Teeth: Father Robert Drinan, Dean of Boston University Law School, member of the state-wide citizens committee instrumental in placing the Massachusetts requirement on the books, Champion of Civil Rights.

8. Detroit's Projects I and II: Miss Mary Brand, Director of Inter-Cultural Relations, Detroit Public Schools.

9. Unofficial -vs- Official Lines of Authority in a School System: Staff members, John Perdue, Arthur Johnson, Abraham Ulmer, Dan Freudenthal. These points of impact for change are to be discussed among themselves and with the participants.

10. Northern High School Protest: Dr. Karl Gregory, Professor of Economics, Wayne State University, founder of the Freedom Schools organized in conjunction with that protest presented a panel comprising of Mr. Michael Batchelor, a leader in the student protest, Mr. Ray Rickman, Southeastern High School student leader who led a less publicized protest at that school and Mr. Frank Joyce, instrumental in the Free School Program and SNICK leader.

11. How Do You Involve Your Community: Mrs. Barbara Simmons, Staff member.

12. Plans for Desegregation of Schools: Miss June Shagaloff, Education Director of NAACP.

Reactor: Dr. Norman Drachler, Acting Superintendent, Detroit Public Schools, 26 years in the system, a product of the Detroit Public Schools.

Miss Mary Brand, Director, Inter-Cultural Relations, Detroit Public Schools.

13. Responsibility of and Assistance Offered by Michigan Civil Rights Commission: Mrs. Rita A. Scott, Director, Education Division, Michigan State Civil Rights Commission, Responsible for the development and promotion of affirmative voluntary programs in the areas of employment, Public accommodations and public schools, graduate of Detroit Public Schools, has children in the Detroit Public Schools.

Eight small groups were planned for; each under the leadership of a permanent staff member; each to be charged with the development of action plans tailored to their schools and school systems with provision implementation within the year.

Two live-in weekends were provided, one for participants from the elementary level, and one for participants from the secondary level, in order to give opportunity for informal interaction and socialization and to afford time for small group development of action plans.

Thereby, the planned program as a whole was comprehensive in providing background and information needed for the development of action desegregation plans. It provided some small group opportunities and consulting resources whereby participants could develop plans realistically tailored to the specific needs of their schools and school systems.

## Method

A variety of methods were used to convey various aspects of the content. While lecture-large group discussion dominated the format, the use of reactors, panel discussions, field trips, video tapes of classrooms and small group discussions were frequently employed. Especially effective were the trips to schools, school center, and the Wayne County Desegregation Office to review text books for the content related to minority groups.

The number of formal presentations should have been decreased to afford more time for discussion. It would be difficult to determine which, if any, of the formal presentations could be excluded.

Planning for future institutes should account for the time when programs can be seen. It was necessary to observe non-public schools' programs to give participants an opportunity to see functioning programs such as Head Start, etc., in desegregated settings.

One of the most effective methods was the use of reactors. The participants were able to interpret the aims and objectives of the Institute to the reactors to major presentations. By the type of questions raised and the issues discussed, relevant problems were confronted by the reactors who were, in general, decision makers within the public schools.

## Teaching Aids

There were many articles reproduced and placed in the hands of the participants. An example of the type of article used was one by Judge J. Skelly Wright, when the Law and De Facto School segregation was considered. Each topic had correlated materials. It would be inappropriate to send all of the materials, but the following listing includes many of the materials distributed to the participants.

1. Prejudice: Effects on Children
2. Not Like Other Children
3. Desegregating City Schools
4. The North & West Have Problems Too
5. Learning Together
6. A Layman's Guide to Negro History
7. The American Negro in Children's Literature

Bibliographies

1. Public School Desegregation in the North and West
2. The Fourth R. - Bibliographies on the Negro in American Culture
3. Desegregation Advisory Project Library Bibliography on Children's Books
4. Detroit Urban League Library Books for Children & Adults.

Video tapes of integrated teaching at the elementary and junior high school levels were utilized. These tapes were produced under the direction of Dr. Morrel Clute (Junior High) Professor of Education, Wayne State University, and Dr. Virginia Morrison (Elementary) Associate Professor of Education, Wayne State University.

Tape recordings of each major presentation were made and transcriptions will be available to participants.

A slide presentation, To Make Good the Promise of America was shown during the first days session and set the tone for the Institute.

In all, the materials were more than adequate. The participants had library cards available but few utilized the library. This was due, in fact, to the large amount of printed material distributed each day.

There was some difficulty in obtaining sufficient copies of Learning Together because of a mix up in delivery. Nevertheless, the teaching aids were more than adequate. Perhaps the most outstanding one aid was the Layman's Guide to Negro History.

## Consultation and Guidance

4

The permanent staff was able to consult with the participants during the course of the Institute and during the small group sessions. The live-in weekend afforded the best opportunity for consultations. Frequently groups were in session as late as 9:00 in the evening during the weekend. Many staff members received phone calls at home following particularly important small group discussions.

Special consultants were asked to work with teams and at least six or seven of these consultations appeared to be fruitful. One in particular which involved the principals of two schools, the Field Executive and the Director of Inter-Group Relations for the Detroit Public Schools resulted in a promising program.

Request for additional consultations during the school year attested to the value of the consultation. Many of the teams have scheduled field consultations within the next few months.

Miss Shagaloff was able to consult with the Inkster Public Schools team, Board of Education, and Office Administrators during the time she was present. Her consultation was fruitful for the district and they have moved along in their planning.

## INFORMAL PROGRAM

It is believed that through immediate observation, actual practice, and conscious subjection each participant of the Institute would gain a direct personal knowledge of his fellow members, and from various experiences might better grasp the problems at hand and put forth a conscious effort to solve them; therefore, several activities of a social nature were planned in an effort to involve each participant in genuine integrated experiences.

The initial venture to bring the entire group together socially was a luncheon with Congressman John Conyers, Jr. The congressman, however, had to remain in Washington but Samuel Simmons, of the United States Civil Rights Commission and Arthur Johnson of the Michigan Civil Rights Commission substituted. The luncheon highlighted the first day of the Institute and brought about some pleasant intergroup relationships which served to set the pace for the business to follow. There was much debate and heated discussions between the participants and speakers during the question and answer period.

Change from the regular routine of life can be a delight and to the majority of the participants the following events were: A live-in experience was planned for the members at the Harlan House Motel. The group was divided into two sections with the elementary people having the first weekend and the secondary group the second. The elementary weekend commenced Friday, morning, August 12, and lasted until Sunday noon, August 14. The participants were allowed to choose their own roommates, which some of them did. Many, however, left the choice of roommates to the discretion of the staff, thereby, some integration in housing was achieved.

There was one incident of dissatisfaction, however. A middle aged white teacher paired with a Negro teacher refused to accept the lattter as a roommate. As a result she was given a room with a white person. Later this white teacher asked the same Negro who she had refused to room with to have dinner with her. Needless to say, she was refused. Subsequently, she complained to the director that the Negro participants were discriminating against her. It seemed that she had difficulty finding a Negro with whom to eat. Notwithstanding this incident, both white and Negroes ate together throughout the entire three weeks.

Friday evening a social was held at which time refreshments were served, music was provided and a few people danced. This affair was short-lived because many of the participants retired to their rooms. Relations among the group were amicable.

At the Saturday afternoon splash party there seemed to be acute hydrophobia among the educators. Very few swimmers appeared, which could partly be contributed to the weather. There was very little sun and the air was chilled.

Saturday evening a party was given with funds contributed by the staff. Half of the participants appeared at one time or another, while the others were content to remain in their rooms watching television and playing bridge. Of those attending only a few demonstrated any real inclination to become actively involved. Strangely enough the majority of the staff people were absent from this affair which drained much of the flavor and enthusiasm.

It might be noted here that there were only a few males among the fifty-odd elementary participants. Socially there was much to be desired from this first weekend. As a group, the elementary teachers and administrators tended to be somewhat conservative in their thoughts and behavior patterns. Although, they were neighborly and companionable, there remained an aloofness throughout.

There is much to be said, in the field of education, of learning from experience. During the second weekend which began Friday morning, August 19, the positive results of the previous experience were evident.

A most interesting incident that led to a degree of togetherness among the participants occurred while checking into the motel. Some people had checked in prior to the morning meeting. Others chose to wait until noon. Thirty rooms had been reserved for both weekends; however, at noon only twenty-three rooms were alloted to our group. The management expressed regret and explained that they "just didn't have anymore rooms available." Accommodations were offered at a nearby motel but there would be no means of transportation furnished to transport the participants to and from the meetings. After much debate between the motel management and the Institute director and staff members, the director informed the management that he would call a staff meeting and would probably find it possible to offer them (the management) 23 vacant rooms. It was a consensus of the staff that unless the entire group was housed as planned all members would check out and other arrangements would be made to complete the business planned for the weekend. Before the staff people could assemble the director was informed that all of the participants were being registered. Would you believe--instant rooms?

A party that night was held at the home of one of the participants in one of Detroit's truly integrated communities, Lafayette Park. Each person paid his share of the expense for refreshments. Approximately ninety-five percent of the group participated in what was an extraordinary delightful integrated affair. The Negro and white teachers and administrators mingled freely, danced and fraternized. Following the festivities a clean up crew went above and beyond the call and left the premises in a condition that would please even the most fastidious of housewives.

It should be noted that during this weekend there were ten mothers who were attending the Institute. These parents were involved with the Miller Junior High School Project and were active participants in all phases of the workshop.

Saturday night three adjoining rooms were opened as hospitality suites. Here some of the group gathered after dinner for an informal evening. A few of the more spirited members decided to go out on the town. And this they did. Greektown!

Greektown is a five block area near downtown Detroit in which the Cuisine, entertainment and local color are of a Greek nature. Approximately 20 of the participants including parents made a tour of Greektown. (Most of them had never been in such an atmosphere before.) Accompanied by three most congenial staff persons a hetergeneous group of teachers and parents invaded the homogeneous setting of Greektown and bringing some integration to the establishments visited.

During the business and the gaiety of the second weekend there was, of course, a sideshow. A few of the teachers proved to be creatures of infinite possibilities and their creative antics drew no color line. Practical jokes were played upon certain staff members which added to the merriment of the weekend.

Facilities

Several of the lectures were moved to various auditoriums within the University. Unfortunately, there were insufficient rooms available to house all eight small groups. This was handled by using staff office space. One or two additional rooms would have improved the situation. The lack of conference rooms was due to several programs running at the same time which required similar facilities.

The live-in weekend was enhanced by having it in an Urban motel. Meeting rooms were available during the day. A swimming pool and several places to dine made the weekend an opportunity for relaxed socializing and work.

Two classrooms especially wired for presentations were used for video tapes presentations. The rooms were a little small for the two groups but served the purpose adequately.

Most of the large group activities were held in room 2 of the College of Education. The room was just large enough and the movable furniture allowed sufficient flexibility.

Participation of Local School Systems

Public school systems cooperated in the planning of the training program to the extent that participants selected were screened by the local school system. Invitations were sent to all of the multi-racial communities in a four county area including Wayne, Washtenaw, Oakland and Macomb. All of the counties were represented except for Macomb.

The Detroit Public Schools participated to the highest degree in the planning followed closely by the Pontiac Public Schools. The program was reviewed by Dr. Norman Drachler, now acting superintendent. He made specific recommendations about content and resource consultants. Miss Mary Brand of the Detroit Inter-Cultural Relations Department also reviewed the program and made additional recommendations.

The nine Field-Executives of the schools reviewed the proposed program and with the assistance of three Inter-Cultural Coordinators selected the participants from Detroit.

Mr. John Perdue of the Pontiac Public Schools served as a staff member during the Institute. He has been newly appointed to the position of Director of Inter Group Relations in Pontiac. He worked directly with the staff in the outline of the small group discussions. He assisted his superintendent in the selection of participants for the Institute and will assume the responsibility for the follow up in his district.

Many Detroit Public Schools Administrators were involved during the on going Institute and will have responsibilities for follow-up activities during the coming school year.

## Plans for Follow-Up

Arrangements are being made for each of the local school districts involved in the Institute to review the recommendations with the local board of education. The first of three total Institute meetings is scheduled for November 25, 1966, the day following Thanksgiving. The date was established by the participants.

A steering committee of 16 representatives has been selected to maintain laison between the Institute staff and the various teams developed within the local schools. This group met on September 2, and will meet with their teams and work closely with schools in which plans for change are to be implemented.

Consultations with the Inkster Board of Education have been arranged for September 7, 1966, September 14, 1966 and October 1, 1966. The purpose of these consultations will be to promote the recommendations of the Institute and offer assistance with the planning of a long range program for curricular improvement. Dr. Max Wolff has indicated an interest in being involved in planning for a possible educational complex in the community.

Consultations in Sumpter and Oak Park have been arranged for September 19, 1966 at the request of either administrators or local school personnel.

A consultation session is scheduled for Pontiac on October 24, 1966 at the request of the Superintendent.

Additional on site visitations and consultations will be scheduled as the various recommendations are reviewed and implementation begins.

The major weakness of the Institute thus far has been to involve decision makers on a continuing basis. There have been several occasions for their participation, but it is difficult to sustain a committment and interest. We believe that the Institute has initiated a series of possibilities which may or may not develop into sustained programs. The test of the effectiveness will be determined by what takes place in the next few months.

At present it is difficult to assess the changes in the ability of the participants. As we mentioned above, the test of the Institute will be the type of changes that are evolved as a direct result of the work of the participants.

Evaluation Report

The following is a summary-evaluation of the Institute on School

Desegregation conducted under the auspices of the Department of Educational Sociology of the College of Education of Wayne State University during the three week period of August 8-26, 1966. The evaluation is based on the responses of the Institute participants to questionnaires parpared by the Institute staff. Four basic sets of questionnaires were used. The first was a preliminary evaluation questionnaire used at the very beginning of the Institute and it sought in a limited way to reveal attitudes, degrees of awareness, and knowledge of the problems. The second questionnaire was designed to determine the group evaluation of a weekend live-in experience at the Harlan House Motel, in which all the Institute Participants and staff were required to participate. A third questionnaire used at the end of the first and second weeks of the Institute was aimed at revealing possible changes in attitude and the degrees of awareness relative to the problems and projected solutions and remedial courses of action. The fourth questionnaire was designed to get the group's final assessment of the Institute's program and to get some measure of the potential for further action.

## The Preliminary Evaluation

While a total of 99 participants was finally registered for the Institute, 83 were registered the first day and apparently received the questionnaire for the preliminary evaluation. Of the 83 first-day participants, 45, or slightly more than 50% responded to the questionnaire.

Of the number responding, 6 participants said they had no knowledge of the racial composition of their school systems, the particular school student body, or staff with which they were affiliated. Of those who did express knowledge of racial composition:

10 school systems were said to have less than 75% Negro population.

6 were mixed.

4 were segregated.

Looking at the schools within the system:

34 were segregated with upwards of 90% Negro student population.

5 were almost 100% white.

2 were mixed.

Regarding the racial composition of school staffs:

7 schools were reported to have over 75% Negro staff.

31 a 30-60% Negro staff.

1 school a 100% white staff (6 of the respondents gave no answer to the question of school staff.)

To the questions inquiring into the participants' knowledge and understanding of the problem and what he hoped to achieve as a result of the Institute experience, the following general responses were determined:

1. A need for more knowledge and understanding of the de facto school segregation and of what individual teachers and administrators can do.

2. A heavy demand for action and solutions in their particular school situations.

3. The central question: How can schools be made really equal in racial population so that no school is all or heavily of one race?

4. The problem of de facto school segregation can be solved by general and very limited remedies.

5. Problems related to de facto school segregation in their schools were seen in terms of:

(a) Total Negro or segregated school population

(b) uncommitted and unconcerned administration

(c) too many uncommitted teachers.

(d) parents who do now know how to effectuate change or to achieve their goals.

First Weekly Evaluation

In response to the simple questionnaire seeking to determine the reaction of participants to the Institute program at the end of the first week, the following general reactions were noted:

1. Talks by the guest speakers provided new knowledge and insight concerning the history of the problem, the law and problem identification.

2. The freedom of discussion in the question and answer periods following major presentations helped to heighten the group's enthusiasm for the program.

3. Too much formal programming which did not give the small groups adequate organization and work time to set their own directions and to develop more adequate proposals. The small work groups had not moved along as productively as desired by the end of the first week.

In the second week's evaluations, the participants made the following principle points:

1. The quality of speakers was the main asset. In particular the group cited the presentation of Dr. Rachel Weddington on "Effects of Segregated Education on Children, Negro and white."

2. The Greenburg Number Eight presentation by Dr. George Fitch was generally viewed as a realistic ongoing program.

3. Although progress was being made, there was still too little time for small group work.

4. Lack of better coordination and organization in terms of time schedules for rooms, coffee breaks, small group meetings and some small group confusion of aims were cited as deficiencies.

## Harlan House Weekend Live-In

The total of the 99 Institute participants was comprised primarily of two groups of school people. There were elementary and high school teachers. Few administrators participated. Recognizing the traditional differences in organization, curricula, and teaching experience of elementary as against high school teachers, the Harlan House Weekend Live-In experience was designed over two weekends; the first accommodating only elementary teachers and staff and the second with the high school teachers and staff. There are, therefore, two separate evaluations of the live-in experience.

### Elementary and Secondary Group Teachers

The response of the elementary teachers to the weekend program was generally favorable, but there were serious and consistent criticisms leveled against the time allotted to discussion programs and social activities. The following points were generally emphasized:

1. The first day's program was too long, formal and rigid.

2. Group interaction was not sufficiently realized. Not enough time and organization was given to social program.

3. The live-in experience could be enhanced through the arrangement of facilities more distant than the participant's home base.

## The Secondary School Group

Some of the expected differences in response on the part of secondary school teachers, as compared to elementary teachers, were easily noted in the evaluations of this group. The main points were:

1. A northern High School panel discussion on the Northern conflict was top level in interest and participation.
2. The social program was well received and enjoyed full participation.
3. The quality of social interaction was raised through freer involvement.
4. An expressed feeling that the cost of the weekend was excessive. This attitude was further aggravated by the Motel management's mishandling of a number of room reservations.

## The Final Evaluation

In the final evaluation of the Institute's participants, a significant and definite change becomes apparent. The participants are more specific in their remedial proposals and suggestions and there is reflected a clearer understanding of the proposals and some of the needs by which they can be resolved.

A modified Princeton plan or school pairing approach, modeled on the Greenburgh "8" practice is most frequently advocated. There is fairly universal support expressed for the desegregation of staff and the required utilization of multi-racial curricula materials on a district wide basis at all levels of school organization.

The majority of participants expressed a determination to transmit to other staff members, their school administration, and to parent groups, the specific proposals developed and advocated by their small work groups.

Apart from the major program proposals advocated by their work groups; frequent support is expressed for the following proposals:

1. School desegregation and improvement of educational opportunity should begin at the earliest levels, especially for inner city pupils.

2. There should be a massive push for quality education on an integrated basis.

3. A better and consistent form of in-service for teachers should be maintained.

4. Greater involvement with, and of, the community in the process of achieving effective school desegregation and equality of opportunity, using every legitimate method and technique of community action.

In the group's assessment of the Institute's strength and weak points, a number of meaningful observations are consistently made. In the line of weaknesses, the following points of view are expressed:

1. The general meetings were not conducted in such a way as to maximize the advantages of group discussion and effective utilization of the resource specialists in the small group meetings.

2. Too many general meetings left not enough time for small group work.

3. Irregular beginnings for the general meetings which in turn reduced the time of subsequent meetings.

4. The racial composition of the group was too heavily Negro and should have been equalized.

5. More administration representatives should have been effectively

involved in the experience.

In spite of the serious character of some of the criticisms noted by the participants, it is made emphatically clear in the assessment of the Institute's strengths that this was not a usual Institute or workshop and that indeed, the experience was uniquely meaningful and productive as an action-oriented project. The following outstanding strengths are generally noted in the group's responses:

1. In its comprehensive well-planned program, the Institute identified the real problems of, and related to, de facto school segregation.
2. The exploration of possible solutions was productively pursued through the careful selection and use of resource specialists and consultants.
3. An unusual and effective emphasis was given to the development of realistic action programs at each school and in each school system.
4. An institute staff of varied backgrounds and competencies, representing various disciplines, provided stimulating assistance to small work groups in developing their separate action proposals.

## PROGRESS REPORT OF INSTITUTE TRAINING PROGRAM

January 10, 1967

### Scope of the Program

The follow-up phase of the Institute is oriented toward the implementation of the recommendations developed by the various teams which participated. Special attention is being given to the tactics by which school systems can begin to give their attention to problems incident to the desegregation of schools. To a large degree, this period has been one of finding the points of leverage available to institute change. The success of each team is related to the concern demonstrated by the separate Boards of Education and Administrative Staffs.

In some cases, there is a good deal of overlap between the work of the Institute and that of the Desegregation Advisory Project of the Wayne County Intermediate School District. Since the institute director is a staff member for both programs, it is frequently difficult to determine which program was responsible for a specific activity.

Consultations have been held in Detroit, Pontiac, Oak Park, Sumpter, Ypsilanti, Inkster. Within the School District of the City of Detroit consultative sessions have been held with a steering committee selected from the total representation for that school district as well as specific meetings involving the Miller Demonstration Project, Winterhalter Junior High, Webber Junior High and Lessenger Junior High.

## Work Completed During the Reporting Period

### Detroit

A steering committee composed of twelve members has met on two occasions to review a response by the Acting Superintendent of Schools, Dr. Norman Drachler, Institutes recommendations be made to the Detroit Board of Education. Mr. Arthur Johnson, a staff member during the Institute, has been named Assistant Superintendent in charge of school community relations. Mr. Johnson has arranged a top level committee to review desegregation plans and has invited the Institute teams from Detroit to make their presentations to that group. Since Mr. Johnson was chairman of that group, it is highly likely that some of the recommendations will be implemented.

Mr. Johnson has also employed Dr. Max Wolff as a consultant to the Detroit Schools. Dr. Wolff is Senior Research Sociologist of the Center for Urban Education at Columbia University. It was largely through the efforts of the Institute that Dr. Wolff came to consult with Inkster, Pontiac and Detroit. Dr. Wolff will not appear as personnel paid from contract funds, since the Inkster Schools agreed to pay his honorarium.

The Miller Advisory Council has met and reviewed the recommendations of the team that participated during the Institute. This team was composed of parents and their appointment to the Institute was made by the Director of the Advisory Project for the Council. The Institute Director made a presentation at one session of the council and supplied the Council with multiple copies of the Institute recommendations. Several of the recommendations have been implemented.

The Webber-Lessenger Junior Highs have initiated planning meetings which will lead in the direction of paired-schools. The Webber Junior High has a 100% Negro student body and the Lessenger is 99% Caucasian. Two members of the Institute teams, one from each school has been appointed to the planning committee. The planning committee includes eight representatives in all, four from each school. The Institute in cooperation with the Wayne County Desegregation Advisory Project has supplied the background reading materials for two workshops conducted for the participating schools. While the Institute Director has consulted with the two members of the Institute, the feeling of the Detroit Personnel in charge of this effort is that this is now a Detroit Project. The idea was developed during the Institute and the fact that it is now perceived as a Detroit Project is in our estimation a good sign.

Regarding the Winterhalter, a few meetings have been held in this area, but very little activity in terms of follow-up is taking place. A group of dissident parents have focused attention upon the schools in this area and there has been some contact with the parents, but no direction is seen at present.

### Pontiac

Several follow-up meetings have been held in Pontiac. Mr. John Perdue, a staff member during the summer Institute, is Director of School Community Relations for the school district. An afternoon meeting involving the team from the Institute and the Superintendent of Schools, Dr. Dana Whitmer, was held in which the feasibility of an educational park was explored. Pontiac has a grant from the Mott Foundation to conduct such a study. Dr. Wolff spent a portion of an afternoon in Pontiac and we anticipate a follow-up consultation when he returns during the third week in January.

## Oak Park

The participants from Oak Park were primarily a group of parents and a few teachers. A series of evening meetings were held to include a broader group of interested parents. These parents represented the portion of the school district which was added to the Oak Park School District. The added portion is almost entirely composed of a Negro population. After several meetings it was decided by the team that representatives of the Human Relations Commission and the Youth Commission be included in the planning of further steps. At this point the recommendation was made to include the Superintendent and in his staff in a meeting which might involve outside resource consultants. We had anticipated that Dr. Wolff would be available.

A series of probations for youngsters of parents involved as well as a few suspensions caused the group of parents to alter their thinking about directions for further programing. There is no attempt here to infer that there is any relationship between the perceived behavior of the students and the activity of the school officials and the perceptions or decisions of the parents. We are merely reporting the sequence of events to the best of our knowledge.

## Sumpter

The Sumpter School District had one participant during the Institute and a series of consultations have been held both with the staff of the Junior High and the Administrative Staff. There are three administrators in this school district. The problems of this district remain largely untouched.

## Ypsilanti

Consultations have been held with the team largely on an individual basis. A two day work shop at a state park for teachers involved in the exchange of students was held in October. Mrs. Ashworth, Mrs. Collins and the Director made presentations to the teachers involved. The Director of the Integration Program, Mr. Clyde Briggs, for the Ypsilanti Schools has consulted with the Director of the Institute.

## Inkster

Members of the Inkster team have been extremely active in their local school district. A presentation of their recommendations from the Institute was made at a board meeting in August. In September the team joined a Citizens Advisory Committee for Quality Education and participated in presentations to each P.T.A. in the school district.

The Institute Director served as a consultant to the district in the drafting of a Title III ESEA project.

Dr. Max Wolff was obtained as a consultant through the Institute and meetings were held for the entire teaching Staff, Administrative Staff and the Board of Education.

The Inkster Progress toward the solution of problems related to the desegregation of schools is an example of the interrelated work of the Institute and the Desegregation Advisory Project of the Wayne County Intermediate School District. Reports of the Advisory Project will include several related consultations and resource consultants.

## Summary

On November 25 a full days session of the Institute was conducted. The purpose of this meeting was to inform the participants of the progress being made and the future steps to be taken. Thirty three of the original institute participants returned for this session and there was insufficient time to plan next steps. Since the representation was spread among all but one of the eight original teams, a report was made by each team. However, it did not seem appropriate to divide into small groups for discussion purposes.

Additional follow-up meetings will be scheduled on a regional basis. Plans for the presentation to the Detroit Committee on School Desegregation will need to be formulated. We expect that the session during which this presentation is made will be considered one of the follow-up training sessions, and the Institute participants will be paid a stipend for that meeting.

## Unanticipated Problems

Soon after the Institute concluded members of the River Rouge team contacted the director and indicated that the recommendations which they received were not those developed during the Institute. To date, we are unable to determine how this happened or why. The team members further indicated that they would not be able to pursue their recommendations because the community was not prepared. Little has been done to follow up this situation.

Progress with the parents in the Oak Park school district seemed to be going along so smoothly that it appeared that soon the Board and Administrative Staff would be prepared to review carefully some of the problems which pose a potential for extreme difficulties within the district. At this point, it appears that the parents are so intimidated, because of real or imagined problems, that little of a positive nature is likely to take place.

Personnel Paid from Contract Funds

During this report period:

Margaret Ashworth

Jacqueling Collins

Edward Leibson

# PROGRESS REPORT OF INSTITUTE TRAINING PROGRAM

April 14, 1967

## Scope of the Program

This phase of the Institute has been directed toward individuals and quasi-official organizations. To a large degree this has become necessary because of the inability to find direct application of the recommendations of the Institute. While it is impossible to demonstrate a causal relation between the Institute and following events, a number of individual activities on the part of either Institute staff members or participants have focused attention upon the problems studied during the Institute. For this reason, a review of individual activities and contributions will be reported as a separate section of this report.

In a manner similar to the previous report, the work of the Desegregation Advisory Project of the Wayne County Intermediate School District and that of the Institute overlap. The director of the Institute is also an Advisory Specialist with the D.A.P. and the time allocated to efforts for the Grant and Contract programs are not easily defined as peculiar to one program or the other.

Consultations during this period have been held in Detroit, Pontiac, Sumpter, Ypsilanti and Inkster. While contact has been maintained with Oak Park and River Rouge, little or no progress appears to be apparent. Within the School District of Detroit consultative sessions have been held with the Miller Demonstration Project, Community agents of the Detroit Schools, the Union Civil Rights Committee and the Michigan Civil Rights Commission.

Some time has been allocated to a review of proposed programs in Berkeley, California as well as a review of a text being developed at the University of Oregon.

## Work Completed During the Reporting Period

### Detroit

A Task Force of the Detroit Public Schools has been charged with the responsibility of devising an overall desegregation plan for the schools. This Task Force has held combined meetings with the Detroit Federation of Teachers Civil Rights Committee. There has been no public announcement regarding the creation or deliberations of the Task Force. On several occasions the director and one associate have met with the Union group. Because the Director assisted in a presentation by the Desegregation Advisory Project to the Task Force, it was my decision not to be present during the combined meetings. This decision was reached because it would appear inappropriate for me to be present unless requested by both groups involved. The nature of the interrelationship of the Wayne County Intermediate School District and Wayne State University with the Detroit Public Schools was a primary consideration in this decision. The union committee had requested my consultative assistance during the sessions.

The Miller Constellation Schools, one junior high and five feeder elementary schools, have met to develop an in-service program for their staffs. This is a primary effort of the Desegregation Advisory Project but there will be some overlap with the program developed during the Institute. Parents will be involved in at least one session and I would anticipate that some of these participants will have attended the Institute.

The Webber-Lessenger Junior Highs have continued their planning sessions to initiate a modified Princeton Plan. The enrollments at the two schools have increased substantially and the completion of an addition to Webber, the nearly 100% Negro student-body school, have complicated the planning.

Regarding the Winterhalter School, a few staff members of the school have contacted our office for demographic information. In addition they are studying the recommendations made by the Institute team. Several members of that team are no longer at Winterhalter and this has contributed to the lack of more direct action.

### Pontiac

Several planning meetings were held which led to a half day workshop in Pontiac. The staffs of two all white elementary schools and most of the administrators of the school district participated in a one half day workshop held in Pontiac. There were over seventy people who attended. The focus of the workshop was upon curricular activities and materials which would improve understanding. Members of the Desegregation Advisory Project participated in the presentation. One associate director participated in the planning for this workshop but was unable to participate in the workshop itself due to other committments. There was no stipend allowed for this workshop for two reasons: (1) the teachers and administrators had not been involved in the summer program and (2) the staff was given released time by the Board of Education.

### Oak Park and River Rouge

No activity outside of personal contacts with individuals from these districts has taken place during this reporting period. The situation in River Rouge remains largely the same while the difficulties in Oak Park seem to be growing.

### Sumpter

The Sumpter School District has had several consultative contacts. The Junior High Principal and the Elementary Principal have consulted with the director. One staff meeting at the junior high was spent in the review of textbooks and the possibilities that new materials have to give adequate recognition to the contributions of minorities. The director was responsible for the presentation. Additional consultative help will be given to Sumpter during the next reporting period.

### Ypsilanti

Individual team members of the Ypsilanti schools have held consultations with one associate director and have utilized materials which were developed during the Institue.

### Inkster

The director served as a consultant to the district in the completion and forwarding of a Title III ESEA Project which would implement plan developed during the summer Institute. As a portion of the responsibility overlapping the work of the Desegregation Advisory Project assistance was given to make contacts with officials in Washington in Congress and the Office of Health, Education and Welfare.

The director appeared on a local television program along with two Inkster principals, to discuss the positive points of the plan.

The program was directed by a provocative personality and a dissident group of parents from the community also made a presentation. At present the dissident group is quiet, but the plans for the anticipated changes have been modified substantially.

## Summary

A review of the budget is anticipated during this reporting period. Since there is central university control over the budget, an exact appraisal of line items needs to be made. This will be completed in the next week. Projections for the next reporting period will be based to a large degree upon the results.

### Individual Roles

A separate review of the responsibilities of Institute staff and participants may be of some interest. There is no claim that there is a causal relation between the Institute and new responsibilities, but it is interesting information and may have some bearing upon the idea that the influence of a particular idea may spread.

Mrs. Margaret Ashworth, Associate Director, is now an assistant principal in the Detroit Public Schools. The appointment came before the Institute. She has been invited to become a member of the Task Force and has made at least one presentation to the total group.

Mrs. Jacqueline Collins, Associate Director, is now assigned to the Intercultural Relations Department of the Detroit Public Schools. She has administrative responsibility for Project II which is a shared learning program involving predominantly white and Negro schools in Detroit.

Mr. Arthur Johnson, staff member, was appointed Assistant Superintendent in the fall immediately after the close of the Institute. He later was elevated to Deputy Superintendent in charge of school community relations. He is chairman of the Detroit Task Force.

Mr. Abraham Ulmer, Staff member, was appointed East side director of the City of Detroit for the Michigan Civil Rights Commission.

Mr. John Perdue, staff member, assumed his responsibility as director of school community relations for the Pontiac Public Schools. He had been appointed to that post prior to the Institute.

Mrs. Carol Holman, institute participant, is now special reading consultant, Northern High School, Detroit. She assumed this role after the Institute.

Mr. Allison Oglesby of Detroit has become a committee member of the school committee studying the Lessenger-Webber plan.

Mrs. Callie Hester has become the chairman of the publicity committee of the Inkster Public Schools. She has been responsible for a widespread interpretation of the Inkster plan.

Mrs. Zeline Richards is chairman of the Detroit Federation of Teachers Civil Rights Committee. She is Chairman of the group meeting with the Detroit Task Force as well as chairman of a planning committee to hold a spring institute on "Racism in Education." This conference will take place May 11, 12, and 13th.

Unanticipated Problems

The promise of the Detroit Superintendent to hold further meetings has not been honored to date. Arthur Johnson has wanted a private meeting prior to any direct meeting involving Institute participants. There have been at least six appointments made and canceled. I know how busy he must be, and so will keep at the task of bringing the Institute participants recommendations for the consideration of the

Task Force.

Personnel Paid from Contract Funds

During this report period:

Margaret Ashworth

Jacqueline Collins

Edward Leibson

## INTRODUCTION

The purpose of this final report is to point up the success and failure of the Institute to achieve the desired goals. If one were to evaluate the results of the Institute purely on the bases of the changes brought about in the structure of various school organizations or the introduction of new curricular approaches, it would be difficult to demonstrate a causal relationship. There were too many factors involved to be able to isolate any relationship between the Institute and events which followed. It would be much like suggesting that because the Institute raised the aspirations of some parents and teachers that they in turn reflected this view to the community and therefore the civil disturbance of July was related to the Institute. Obviously, such faulty reasoning is inadmissible evidence. About the most we can say for the Institute was that it presented some information to some people. The activities in which they then became involved may or may not reflect the value of the Institute, but we can look at the recommendations they made and determine to what degree they were successful in accomplishing their proposals.

### Procedure

Each group was called together in June to evaluate the progress. Proposals (see attached proposals) for each group were distributed and participants were asked to rank order their proposals in order of priority. After having rank ordered them, they then went back through to indicate which proposals had been achieved.

The first proposal of Group 1 was never accomplished, while all other proposals have been.

Group 2 recommendations for Pontiac have been implemented to a large degree. This has been accomplished because of Mr. Perdue's role in the Pontiac Schools.

Group 3, Miller District, accomplished all proposals except Proposal IV and VI; Winterhalter met with no success.

Group 4 has met with no success at all.

Group 5 has met with no success at all.

Group 6 had success with Proposals 1, A, C and D; 3; 10; 13; and 17. All other proposals have not been implemented.

Group 7, Inkster Team, had success with all of their proposals. River Rouge was unable to implement any portion of the plan. Sumpter is about to be divided by legislative action.

Group 8 was not represented at the follow-up meeting.

Each participant was asked to give examples of activities in which he/she had been personally involved and to respond to the statement, "I would say that my involvement in the Institute has had the following effects upon my work." Rather than try to summarize these responses, they are presented without editorializing because they give the overall flavor of the reactions to the Institute.

## Responses

Examples of Activities in Which I Have Been Personally Involved:

1. Playing tapes from the Institute for the teachers of the school; helped develop a strong human relations committee within the school; brought in parents with various skills to talk to classes; worked with many incoming teachers on the working towards the possible desegregating of the school; made many lasting friendships.
2. Dear Ed: To tell you that I or anybody for that matter in Detroit has done anything substantial (except play patta-cake) in the way of desegregation would be an outright lie. I'm not implying that Detroit is to blame. They certainly are in the vanguard of a most unprecipitous (wow!) movement towards integration.
3. Under Project F.A.S.T., I directed a 12-session seminar on "Values, Attitudes and Learning," exploring effects of teacher and pupil attitudes upon the educational climate in classes of disadvantaged children. The group was racially mixed.

   Visited two New York schools, discussed by Miss June Shagaloff at last year's Institute: P.S. 192 and the Woodlands High School (Project ABLE) in Greenburgh District No. 8.

   Recommended and helped implement stronger program in communication skills at our school:

   a. Students in grades 5-7 served as tutors for primary children.

   b. Teachers of music and art plan to use their time with "primary unit" children for additional help with reading and communication skills, beginning September.

c. Teachers have promised to canvass their own neighborhoods for adult volunteers to serve as tutors.

Participated in workshop for articulation of elementary-junior high school program in Webber Junior High School Complex.

Organized Student Council to improve school-community relations.

4. Teaching African and Negro history as an integral part of my curriculum; sharing materials and techniques with colleagues to encourage them to teach Negro history; having conferences with the administration to promote interest in racially integrated texts, films, etc.; inviting a parent of the week for a show and tell visit and get them involved; had pupils do research on Negroes in Michigan, resulting in an exhibit on Negroes in Michigan at the Historical Museum; I joined the Afro-American Institute and the Association for the Study of Negro Life and History; I attended the Conference on Racism in Education, sponsored by the Detroit Federation of Teachers, and had some of my materials on display; I attended Negro in Michigan session of the annual Michigan History Conference at Wayne State University; I attended a 16-week course on African history, sponsored by Afro-American Institute and taught by Professor Wylie of Wayne State University.

5. Shared experience between Bagley School and Cook School.

This involved my participation as a parent, with my son, and the children of a school matched with ours. One school predominantly Negro and the other white, whereby the children planned a trip to the national capitol. The Winterhalter "problem" was, pure and simple, the development of a quality educational establishment without regard to ethnic consideration.

6. Project II program with Edmonson School:
    a. Planning sessions.
    b. Evaluation sessions.
    c. Helping visiting children bridge the "strange-feeling" gap.
7. I will be teaching crafts at Vacation Church School--a cooperative venture for Methodist Church, Grand River and 14th (Dick Venus' inner-city church) and Trinity Episcopal Church, Farmington. First week Farmington children go to city; second week Methodist children come to Farmington.
8. Human Relations Committee; Northern High Workshop; and Facility Planning Committee.
9. I was involved in the school study club of Harris School. Being a member of that committee, I had a chance to study some of the works of the teachers and the pupils.
10. I participated in a Faculty Institute of all teachers a week before school opened, which was well attended; and we presented our proposals. Many were acted on. I have a Special Abilities class in electronics. I worked with the

In-School Study Program. I have taken my students on field trips to the Science and Engineering Schools at the University of Michigan, Ann Arbor. I joined the Human Relations Committee.

11. Chairman of Project II Committee for my building; elimination of books detrimental to Afro-Americans (thrown out); new textbooks which are integrated.

12. Racism in El. DFT.--Come on, Ed! Nothing organized--I take a Negro to lunch at the end of every semester and smile sweetly and tell administrators how inept they are. Perform social work in the teachers' lounge in an attempt to educate colleagues re education of Negro students--Becry the situation and sit on my chair as inept as the "others"--So?

13. Participant in De Facto Segregation Institute; participant in Webber-Lessenger Shared Experience Program Workshop.

14. I worked on Project II with the Burns School. Have three converts to our cause. Taught Negro history. Attended the workshop on racism. Taught on all fronts in our building (and still fighting to implement suggestions made). The former principal volunteered to leave.

15. Participation in de facto segregation institute and in Webber-Lessenger Shared Experience Program Workshop. Teaching some of the exchange students from one group of Lessenger participants in the Shared Experience Program. Attended a preparation workshop for Shared Experience at Webber Junior High.

16. I have been personally involved in the following activities:
    a. Presentation of proposal made at Institute to faculty.
    b. Participation in workshop to discuss possible implementation with principals of involved schools, director of Project II and district field executive.
    c. Attendance to workshop with teachers of both schools involved to determine faculty attitudes.
    d. Exchange experience with other school.
17. Follow-up workshop, Group IV (Lessenger-Webber)
    a. Interpretation of Group IV proposal to staffs of both schools.
    b. Reactions of teachers to Institute.
    c. Discussed tentative plans for another Institute.

    Project II--Shared Learning Experiences (Webber-Lessenger). This enabled me to become more familiar with both school communities.

    In-service meetings--member of Planning Committee, Group IV Proposal.
18. Reporting results of institute to co-workers and associates. Attempted to present some of the merits of an integrated education. Attended a workshop at Lessenger with the staff of Webber-Lessenger, concerning the proposals of the Institute. Participated in several shared experiences.
19. Attended and enjoyed the Workshop on Racism in Education. Worked like hell at Maybee to implement these suggestions (have three more convicted, sincere converts). Taught Negro history in patches in the building. Helped to plan

this year's Project II which was heaven compared to last year.

20. Meetings with parents, teachers and principals. Nineteen workshops with students, involving both schools, on Saturdays for four hours. Field trips to Cranbrook, Cobo Hall, Lansing. Lansing was a two-day trip; students participated in competition for National Academy of Arts and Sciences. Walked off with top awards. Parents and students had exchange visits. Approximately 200 students involved.

21. Steering Committee meetings to plan Project II activities. Co-director of faculty workshop on purposes, possibilities, programs of Project II. Attendance at A.F.T. Conference on Racism in Education.

22. Involved in entire Institute; Steering Committee at Durfee for Project II, which fell through; teacher resource at faculty workshop for introduction to Project II; A.F.T. conference on Afro-American History in Detroit.

23. Since I have been on sabbatical leave this school year, I have only participated in this Institute and attended NAACP meetings.

24. Working with the Miller district project in asking that Negro history be taught in all six schools and as of now, we do have as part of the curriculum.

25. A mass meeting in October--the Afro-American. I served as coordinator for 30 students for a 10-week workshop at Cranbrook School. Under my leadership in our school, as P.T.A. president, we won a membership award from the

Council of P.T.A. We also have in our area the Miller District Adv. Council which meets the first and third Mondays in each month for better education in the schools.

26. Assistant Secretary, MDDP. P.T.A. activities; Chairman of Combined P.T.A.-P.T.C. meeting of the five feeder schools to Miller, from MDDP. Held for participation of students, and to get parental support to MDDP. Hopeful that such a program would be held periodically for sort of an evaluation of the project.

27. Bunche School P.T.A., Miller Demonstration Project, combined P.T.A. of the five feeder schools into Miller, editorial staff of MDDP newspaper.

28. As a member of the Miller Advisory Council, I am co-chairman of the council. I am a leader of Girl Scout Troop No. 546 at Miller Junior High School. I've worked on Campaign Committee for Negro College Fund Drive for some years. I re-organized a P.T.A. at Bellevue School and am membership chairman. I am a member of Miller P.T.A. Also member of Eastern Communities Club. I was coordinator of March of Dimes, which I gave up by choice. I attended the mass meeting at the University of Detroit.

29. Trying to get Afro-American culture taught in the Miller District Demonstration Project in all subjects.

30. I have participated in several committees whose aim was to examine and implement the foreign language program, offered in the inner-city schools, to better meet the needs of the students, most of them Negro.

31. I have participated in the Summer Institute on Problems Incident to De Facto School Segregation. I helped to organize and chaired an in-service workshop between the Lessenger and Webber Schools in Detroit, which dealt with questions regarding school integration. I assisted in the evaluation of the above workshop and helped to make subsequent recommendations to the Board of Education regarding ways of integrating schools and increasing quality education. I participated in an articulation workshop between Webber Junior High and its "feeder" schools with an aim toward better cooperation and coordination for better education. I also participated in and directed the Fine Arts Department of Webber in a reading workshop series whose purpose was to devise methods of using more of the communication skills in all areas of education with the purpose of improving the abilities of students in all areas and at the same time emphasizing the use of the communication skills. I was instrumental in setting up and scheduling cultural enrichment activities at Webber Junior High. I also wrote recommendations for the improvement of these affairs, especially in the area of involving more Negroes in the presentation of the enrichment activities.

32. I attended one workshop on Shared Experiences Project that was proposed for the Durfee Junior High School.

33. I have been involved in the Summer Institute of 1966. A trip with paired schools. I was Chairman of a group at a meeting to develop plans for worthwhile activities, none

of which have been attained.

34. January, 1967: Workshop with faculty and parents to explain our plans for shared experience with another school.

February, 1967: Workshop with principal and teachers from Wayne (city). Prior to this workshop, we (committee) had a social meeting (dinner) and then discussed joint plans for future shared experiences.

March-April, 1967: Two workshops--sponsored by Wayne County Desegregation Advisory Project, under leadership of Mrs. E. Cole, Coordinator.

35. Mostly talking to people, both in the education field and in other walks of life.

36. I've worked as an aid in school; have seen the need for total integration and quality education, the need for personal contact with the children--teach them about charm and personality of themselves; this is needed very bad.

37. The basic planning of the Winterhalter proposal was meaningful because of the sincere effort and degree of consideration of all circumstances, both educational and racial, which were involved in its conception. However, its definite absence of actual implementation is a sad testimony to the fruit of our ideas.

38. I have had a meeting with the president of the River Rouge Board of Education (Dr. Johnson) in September, 1966. After the first "School Board Meeting" open-school

enrollment policy was initiated as the result of my participation in the Institute.

39. Co-director of planning for quality education. Observation in Evanston. Planned and conducted workshops with present kindergarten teachers who will be teaching in the Child Development Center or are interested in teaching there. Have worked on plans for remodeling Lincoln School to make it effective for a Child Development Center. Helped prepare the Title III proposal which established the CDC.
40. Meeting with quality education committee in the interpretation of the plan for improved integrated education to P.T.A. and parent groups. Also to total school staff.
41. Meeting with staff personnel involving getting the dialogue going. Meeting with parent groups. Planning the implementation of our program.
42. Quality Education Program in the Inkster Public Schools which involved:
    a. Reorganization Plan (visiting schools, PTAs, to inform the community).
    b. Working on small committees, Public Relations, etc.
    c. Participating in Open Housing Drive.

I Would Say That My Involvement in the Institute Has Had the Following Effects Upon My Work:

1. The Institute has had many lasting effects on me in that it has shown some of the many damaging effects on, not only the children, but the teachers in our segregated

schools. Because I realized how little I knew on this area, I made a point to involve myself with another Institute at the University of Detroit.

I will continue to involve myself in as many activities as needed to help change this disease.

2. Take Beaubien for example. Supposedly the showcase school for integrated education in Detroit. It is, in fact, a school to watch, if only to see how fast the Jewish parents are moving away from the area. I give it another two years at its outermost limits. And that includes redrawing Mumford's boundaries. By-the-by, it's Mumford--not Beaubien--that has speeded the exodus here.

   What has the Institute done for me? Well--it's clarified the issues and broadened my outlook. But my personal involvement remains the same--relatively conservative. (Sorry to be so NAACP oriented.)

3. I am more conscious of the need for planned experiences leading to natural integration; e.g., camping, festivals, field days, etc.

   Our school is more than 99 percent Negro. There aren't enough White children in the school community to increase this proportion significantly. Therefore, I believe:

   a. That it is more realistic to upgrade the skills of the children I now teach than to anticipate a desegregated school.
   b. That our school will attract interested White families if the school becomes known for superior education

(academic achievement, community involvement, concern for the individual, etc.)

c. That as our children are better known, they will be sought as participants in inter-racial activities. This DID happen in the expansion of the Saturday Art Program at Wayne State University.

I keep a bulletin board entitled, "WE HONOR THOSE WHO DO THEIR BEST," and show there are not only adults with whom the children can identify, but also pictures of *children within the school* who demonstrate outstanding skill, leadership, or character traits. The Judicial Committee of the Student Council recommends children for further honor. Through P.T.A. AWARDS NIGHT and the school's HONORS ASSEMBLY, the self-images of many are being improved.

4. All of my activities were a result of the interest in this area, inspired by participation in the Institute on De Facto School Segregation.

   P.S. I would have been happy to attend the final follow-up session of the Institute had I been notified.

5. I have been made more aware of the *need* for a broad plan of involvement for resolving de facto segregation. Quality education is NOT attainable without direct involvement in and an understanding of the cultures of all groups. It may be possible to develop a good educational system within sub-cultures. However, it is not truly possible to educate, in the broad spectrum of American life, if groups of citizens are not an equal, participating member of the system doing

the planning. This Institute brought to my awareness the role the Negro does not have in the present establishment.

6. The most lasting effect the Instute had was the awareness that:
    a. A slur at the age of six or seven lasts a long time and is retained in a very "fresh" manner. (I think it made me more careful and aware of feelings.)
    b. That education and comfortable living do not replace certain feelings of deprivation even though they have not existed for many years.
    c. Some people are never satisfied.
    d. I hope that these realizations have made me more empathic--it did open wide my eyes.
7. Not much. I have always expressed my opinion about de facto segregation of Detroit schools. I do think more think teachers in my buildings are getting brave enough to do likewise.
8. Added to my dedication; added to my list of friends; added to my feeling of having other teachers who feel as I do; given an awareness of the importance of human relations; glad to be a part of people who really want to do something about our school system.
9. I would say that the Institute has given me more knowledge regarding the board of education and its administrators.
10. I have become a more effective teacher of inner city students as a result of my involvement and participation in the Institute. I was made aware of many of the problems of de facto segregation in the Detroit Public Schools by our excellent director and staff. As a result of the Institute, I joined the Human

Relations Committee and worked to help improve faculty and staff relations as well as faculty students and faculty student and community relations.

11. It helped to crystalize the problem in my thinking. It helped me to see the points of view of different people in the project. And more importantly the problems in Oak Park, Inkster, and Ypsilanti. We in Detroit think we have all the problems.

12. More frustration; greater isolation; a bigger mouth; I don't answer the classroom phone any longer since "nigger-lover" was yelled to me over it.

13. No response.

14. My involvement has helped me to have courage and strength to continue. In discussing the Institute with others, several have become interested in assisting those of us who have been fighting for so long. This I think has been our biggest accomplishment--to recruit new people to the cause. The former principal volunteered to leave.

15. My feeling toward the emotional needs of the students has improved and grown immensely since the 1966 workshop. Image building was not a part of my teaching curriculum before the encounter of 1966. After effects--falling into a negativistic trap was very difficult. Giving unsolicited love was easy. Inward growth was felt most assuredly. My whole concept of teacher pupil relationship has been overhauled with a great assist coming from this workshop.

    For the first time, my music classes were introduced to the Negro Jazz Musician. The book that was used was a book introduced thru a workshop attended by my husband dealing with the integration problem. Jazz by Studs Theirkel. By the way my book was stolen by a student I think who may have wished an additional book in his library.

16. Involvement in the Institute has had the following effects upon my work:
    a. It has enabled me to recognize and evaluate the attitudes held by students in my school.
    b. To evaluate with more depth the materials and curriculum offered to our students at my school.
    c. To feel out the attitudes of teachers of both races in my school.
    d. To supplement my history classes with emphasis on achievements and contributions of the Negro and in my occupational classes by showing opportunities available and opportunities needed for the Negro.
17. I have been involved in an "informal" in-service program in that I have tried to interpret the significance of last summer's Institute to my co-workers and other interested persons. In addition, I am working closely with teachers at my school in an effort to bring about changes in the curriculum--especially including the contributions of minority groups to American life and culture. Also, I have distributed among teachers at my school pamphlets and articles that give information regarding speeches and suggestions made by guest speakers at the Institute last year. In my new assignment, teachers have expressed a deep interest in the proposals made by the different groups

last summer.

18. Attempted to upgrade my teaching techniques to cause the grade tennents of my students; attempted to have my students identify with other Negroes; attempted to develop better self-images among my students.

19. Made me more disatisfied and disenchanted with the field of education; made me more determined to stand and be counted; initiated some beautiful friendships with people who think as I do, when I was convinced there weren't any; left a spark of hope for America--I've been steady fanning it ever since! Discussed this and other similar problems encouraged my son to run through the Student Council at Highland Park High School the teaching of Negro history is a subject next semester!! (Bless him.)

20. Understanding the problems involved; importance of positive action; initiating a program involving the paired schools of Brooks and McMichael. This would never have materialized without the inspiration of this workshop.

21. It has produced in me an intensified interest in Negro history and its incorporation into the total curriculum of all schools both white and Negro.

    An increased committment to community involvement. I have found myself returning to school for evening activities such as open house and vocational programs. I find, also, that I now make more home visits and phone calls so that I have gotten to know some of the parents of my students better.

22. A more determined attempt to help my students develop a positive

self-image; an attempt to build an effective shared learning experience which failed; a desire to see Negro History become incorporated in the curriculum of the school system; a commitment to become more involved in community affairs. These include home visits and evening activities at school.

23. I have gained new information about many possible plans for integrating school systems. Moreover, I feel that I can be of some help in developing the master plans for integrating the Detroit Public Schools.

24. To learn more about civil rights to speak out with facts to back me up. Study Board of Education policies.

25. Good effect, that somebody cares, to continue to fight for better education. I would like to do more and also would like to further my education so I will have a better weapon to fight with. This is one thing that is needed. This is one thing that is lacking in so many areas. Quality education for all white and black alike.

26. I have become more aware of the importance of supporting programs which would bring about quality education for all children. I'm willing to put my efforts in any way I can to be helpful in bringing this about.

27. Made me more aware of the segregation in our school and how the administrators feel toward Negro children and the neighborhood in which they live. Also it has given me more thinking power to take back to my school P.T.A. and the Miller District Demonstration Project.

28. Because of the hardship that I have suffered in my community affairs, I have felt myself weakening. But after attending the Institute last year and also the two days this year it has given me an incentive to keep working because I can see the effects of the work that has been done.

29. No response.

30. The information and interaction with Negro educators I gained in this workshop has helped me greatly first, to understand their problems better and secondly to understand and consequently educate Negro students more effectively.
Furthermore, this workshop has motivated me to re-examine the foreign language program in my school and come up with new courses better suited to my students.

31. I left the Institute with a renewed enthusiasm for teaching. Having met a number of interesting and stimulating people whose concerns I shared, I was determined to use all of the skills I could muster to help implement some of the ideas that come out of this workshop. I become more attuned to the problems as outlined in the sessions and have become more active in trying to create the climate in my own sphere necessary for significant changes to come about. I spend a lot of effort with groups of students and individuals in dialog regarding the American ideals, American traditions, race and racial justice. I have through my instrumental music program and other media, tried to create more opportunities for students to develop a better self concept.

32. None. I am still working under the same conditions as I have

always.

33. As a parent I have a better understanding of de facto segregation in the schools and some of its problems. Some problems I didn't know about before the Institute. I can and will do my part to help prepare my children for changes that should and will come, and to help in any way I can to bring about this change.

34. I have been able to explore existing attitudes and feelings of others within the community and some suburban communities on the educational level. I was not surprised or astonished at end results but I am not discouraged.

35. For the first time I have taught Negro spirituals as well as make a conscious effort to teach music representative of many nations and cultures.

36. It has made me more aware of what is actually going on in our schools. Racial isolation not only is bad in or at other places, but in schools where little childrens minds are developed is a worse thing. This has caused me to speak out more than before. Now I try to talk to people to love one another, not hate, as God hath love us.

37. It has permitted me the awareness, understanding, and belief in racial equality of school standards and situations. This is an attitude more confirmed in my mind because of my participation in this Institute, and carried with me and actually presented in my academic committment.

38. My involvement in the Institute has had effects upon my work that I was motivated to strive and to help change the segregated

plan of education in River Rouge. I had gained the necessary self-confidence and integrity to meet with school board members and parents to attempt to alleviate the evil of segregation of pupils and teaching staff.

I do sincerely regret that the "Campus School Plan" was suggested for River Rouge instead of the Princeton Plan because I could not present the board members the written recommendations for "Integration of Pupils" which were the result of the Institute.

39. Strengthened my interest and desire to help implement a quality education program in the Inkster Schools which provides a reflection of the community.

40. I became more knowledgeable about the problem of de facto segregation--its effects on children in personality development and in education. The stimulation to work to improve conditions for all children. It was a catalyst to move to action and get out of the thinking, but passive, state.

41. Increased my personal understanding of the dynamics involved in human relations and race relations.

Pointed out the need to get involved in a dialogue to assist school and community people to face the problems in our area.

Assisted me in my own knowledge and background of Negro history.

42. Deeper understanding of the problems which exist in our society.

Greater empathy and concern for the so-called "disadvantaged" children with whom I work.

Generally, it was the best workshop I have attended in a very long time. Grade A.

## GROUP RECOMMENDATIONS

### Group 1--Proposals for Implementation of the Desegration Policy of the Detroit Public Schools

Proposal I

To facilitate integration of staff and students in inner-city schools and to raise the prestige of these schools and their students, the following is proposed: Dr. Berry, Director of Special Programs, will be contacted immediately (before August 25, 1966) to demand that all special programs be moved to inner-city schools (specifically, Central, Northern, Northwestern, Northeastern, Southwestern, Southeastern, Western, Chadsey, Kettering and Murray-Wright High Schools, and their feeder schools).

The teachers selected for these programs shall be interviewed and given attitudinal tests by the Human Relations Department Division of the Board of Education or by an outside testing agency in order to select the best-trained and least-prejudiced teachers.

We will request that this program be implemented the spring semester of 1967.

Dr. Berry's initial response to this proposal, directed to Arthur Johnson, consultant for our group, and deputy director of the Michigan Civil Rights Commission, should be received by September 23, 1966. The follow-up with Dr. Berry shall be scheduled for November 21, 1966, and a progress report presented to this total group Saturday, November 26, 1966.

It is further proposed that Dr. Berry be advised to initiate a request to the federal government for funds to institute a program to develop and strengthen a reading skills program for all inner-city students. This program would include specialized in-service training for English teachers to equip them for intensive teaching of reading skills.

Proposal II

In the case of Northern High School, the following has already been proposed to Mrs. Broadhead, who is in charge of the Northern workshop:

1. There shall be a staff voice in decisions concerning the use of building space.
2. Voluntary new assignments for teacher committee activities shall be established and described.
3. A providing of insights into both the community and the students shall be made through significant neighborhood tours, and possibly through the use of edited video tapes (such as Burgess') which show that students' reading abilities do not reflect their intelligence or ability to learn.

The follow-up will consist of the observations of members from this group who attend the Northern workshop (held August 29 to September 2). They will present a written report to the total group November 26, 1966.

Proposal III

A letter shall be written to Dr. Richard Wisniewski before August 25, 1966, requesting that interns in the National Teacher Corps be assigned to Northern High School in September, 1966. At the same time, an inquiry will be made as to which specific schools already have interns assigned and as to the possibility of instituting a regular program at Wayne State University for training teachers to work in inner-city schools (such as the Gateway Project at Hunter College, New York).

Proposal IV

Dr. Henry Maloney, of the Secondary English Department, shall be advised by letter on or before August 25, 1966, that the 1964 experimental units on Negro literature should be incorporated into the total city English program by September of 1966.

We shall further request that multi-racial integrated textbooks be purchased for use in all subject areas by September, 1967. In conjunction with this request, the members of this Institute shall pledge their willingness to serve on book selection committees in their grade and areas during the coming school year, so that these books may be used in the school program by September, 1967.

Proposal V

It is proposed that each Institute member join the Human Relations Committee in his building. He will then be in a position to work for stronger desegregation practices in the Detroit Public Schools by having a voice in the administration of projects and funds offered by Project II.

Special Proposal

This group proposes that, made from small individual plans for specific schools, the total group decide upon one major desegregation proposal called from the various action group proposals. In this way, we can concentrate upon one workable plan that will desegregate the schools rather than dissipating our efforts in disjointed and chaotic schemes. Only the full force of concerted campaign endorsed by all of our one-hundred participants will effect an appreciable result in attaining desegregation.

## Group 2--Coordinated Minutes

In the interest of quality education, we feel that racial mix should be implemented as a matter of school district policy. Furthermore, we feel that a complete and fully integrated program should be offered to the children of Pontiac as soon as adequate programs can be implemented. To these ends, we make the following suggestions as some alternatives we may explore:

I. Desegregation of the school district: Contact Mr. John Perdue, Director of Community School and Human Relations, Pontiac Board of Education, September 1, 1966. Report back on progress in study, October 17, 1966.

- a. Bussing.
- b. Educational parks, June 6, 1967.
- c. Redistricting of boundaries.
- d. A modified Princeton Plan (pairing of schools for planning and executing programs and activities of, and with, staffs and students).
- e. Desegregating all school staffs on a realistic basis

II. Suggestions for integration of desegregated schools: Work with Mr. Perdue and other suggested persons on recommended dates.

- a. In-service programs on Negro history for teachers and administrators so that they are better informed and can integrate this into their classes. Initiate credit course from Michigan State University.
- b. Adoption of multi-racial text wherever adequate materials are available. They should follow these concepts:

1. Support the concept of the brotherhood of man.
2. Recognize the commonality of basic human needs.
3. Develop appreciation for the inherent worth of the individual.
4. Strengthen belief in democratic values.
5. Present diversity of race, custom, culture and belief as a positive aspect of our nation's heritage.
6. Contribute to intergroup understanding.
7. Refer Institute materials; e.g., Land of the Free, to curriculum committee during August of 1966.

c. Orientation of new teachers--week of August 29, if possible and continuing each fall.
   1. Democratic information.
   2. The school district's efforts and achievements and failures in civil rights and integration.
   3. Negro history.
   4. Problems and approaches in working with the inner-city or slum ghetto child.

d. Activities in school communities which may help to foster integration. This has begun and will continue. Eastern Junior High, Mr. Nunez.
   1. Student council or human relations clubs can help to develop a positive student image and a positive school image.
   2. Community contacts by administrators and staff.
      a. Random visitations of families in district.
         1. to introduce staff

        2. tell of general school plans.
        3. involve parents and community.
        4. idea exchange (help each other theme).
    3. Parent-teacher conferences.
    4. A Human Relations Committee composed of administrators, teachers, parents and students. Building principals, October 1. Guidelines have been developed.
    5. A community school program. Some are in progress; more to come as funds are available.
    6. Larger intermural programs--Dr. Haslinger, October 17, 1966.
    7. Favorable publicity to the desegregated/integrated school. October 17.
        a. School quarterly--Mr. Perdue.
        b. Building newspaper--building principals.
        c. public media.
    8. Arrange adult education classes for a six- or eight-week period in basic grammar, public speaking, and Negro history (February).

We plan to check back with the follow-up Institute group on October 17, 1966.

### Group 3--An Initial Step in Total Integration of the Detroit Public Schools

Presently, the general public in Detroit embraces the idea of neighborhood schools for neighborhood children. Since the majority of neighborhoods are mono-racial in physical composition, the schools are at best segregated. In reference to this, we submit a modified Princeton Plan which entails merging a predominantly white school (the Vetal) in

Region 3 with a predominantly Negro school (the Winterhalter) in the same region. This program is designed to permit an initial step in the total integration of the Detroit Public Schools system. It involves an undiscriminatory, daily inter-transfer of the entire student bodies of the Winterhalter and Vetal schools. By inter-transfer is meant that 50 percent of the Winterhalter student body will travel to the Vetal School and attend classes in equal proportion with the Vetal School students. Also, 50 percent of the Vetal School student body will travel to Winterhalter School and mirror this plan. Thus, 100 percent of both student bodies will be involved.

This plan also more importantly concerns itself with the creation and maintenance of the best and most inclusive educational curriculum which these two schools must evolve in an integrated setting. Thus the students will be involved in a program which truly offers the basically fine American objective of an "equal educational opportunity for all."

Therefore, the curriculum at the paired schools should be revamped so that one is not felt to be inferior to the other. Services presently needed to improve teaching at Winterhalter School are the following:

1. A school-community agent.
2. More teacher aides.
3. More school service assistants.
4. Increased visiting teacher service; changed from two to four days weekly.
5. Reduction in class size (not to exceed 30 students per teacher.
6. Qualified teachers to teach foreign languages in elementary classes.

7. A reading coordinator and increased use of the reading clinic.
8. In-service training for probationary teachers to help them cope with present behavioral problems and implementation of teaching techniques in subject matter areas.
9. A program to foster esprit de corps among teachers toward their responsibilities as teachers.

The Vetal School will be examined to ensure it possesses these aforementioned curricular and staff requirements.

This program will begin with the initiation of a Projects I and II, funded workshop, whose attendance will be made up of the entire staffs of both schools. Also provisions must be made for a method of planning which involves and consults the parents of both communities. In this manner, parents of each participating school would be completely informed about the program through the PTA and by participating in the in-service workshop.

By the third week of September, 1966, this program is to be initiated by the Human Relations Committee and Curriculum Committee in conjunction with the principal and assistant principal of the Winterhalter School.

The Human Relations Committee will be responsible for the persuasion and commitment of the community, staff and administrators. At this time Dr. Reed Hagen, Intercultural Coordinator of the Detroit Public Schools, will be consulted for further developmental planning.

The Curriculum Committee will be responsible to see that action programs are initiated to improve instruction and see that academic standards are equal to or above the national level. To ensure this program, consultants such as Marvin Green, West Thompson, Mario Motter, Edward Fort, and Frank Youkstetter will be sought and employed.

An identical program for Vetal School should begin within three weeks of the Winterhalter program. Representatives of the Winterhalter staff shall participate in the onset of the Vetal planning to ensure coordination. During the first week of November, 1966, there will be a joint workshop to involve the staff and parents of both schools. This should be federally funded under Title I and begin with an evaluation of progress up to the present date.

It is wise to mention that Mary Brand, Superintendent Drachler, and related associates will be contacted and requested to aid in the federal funding of the program and its related workshops. Their aid and acceptance of this program will be desired and demanded in Septembe of 1966. George Henderson, teacher of professional organizations such as the Detroit Federation of Teachers, and the NAACP, will be asked to help in the presentation of this program to the chief administrators of the Detroit School System.

### Secondary Group 3

This proposal was formulated by concerned parents in the Miller Junior High area. We feel that the Miller Demonstration Project, adopted by the Detroit Board of Education, can be a viable instrument to provide quality education for all of the children in our area.

Therefore, we as parents and community people feel we may best serve our children by the implementation of the following proposals.

Proposal I

We offer our services as the basic source for the flow of communication between parents and the school administration. We accept this as our responsibility and are determined to function as an information source to our community in the following ways:

A. To hold a mass meeting the first week in October of the Miller PTA.

B. Appropriate planning session and publicity campaign will be organized through this organization.

  1. Pamphlets, "Parents--Are you interested in your children?"

  2. Guest speakers will be notified and requested to appear on a panel discussion: Dr. H. Karbel, Dr. E. Leibson, Dr. H. Harrison, Dr. M. Kalish.

  3. Principal of the Fedder School, Harris, Duffield, Bellvue, Bunche and Chrysler will be invited to attend.

  4. Special invitations will be issued to all parents of sixth, seventh, eighth and ninth grades in the area.

Proposal II

We shall solicit the help of Dr. Karbel in lending his prestige, in securing the attention of the news media for purpose of explaining the Miller Demonstration Project to the entire community, with special emphasis on Lafayette Park. The program will be publicized as a massive on-going effort to demonstrate quality education for all of the children in the community.

Proposal III

The administrators of the Miller Junior High and its feeder schools shall make use of the residents of their respective areas in the following ways:

A. College students in the area shall be called upon to participate in the schools. They may serve as a model for the children. They may be asked to assist in guidance and counseling and may assist the children with homework.

B. Resource people from the area shall be asked to participate in programs for the children. This group recommends Mrs. E. Hale as a group resource in the field of beauty and grooming. Business and professional persons from the area shall be called upon to donate some small portion of their time in attempting to raise the sights of these youngsters.

Proposal IV

The elementary schools in the area shall solicit the help of parents in their respective areas in developing a library staff to assist the school librarians on a daily basis. This shall be a voluntary program, staffed by local residents. We further request that sources for funding this program be explored.

Proposal V

A. The curricula of all of the schools in the area must include the teaching of Negro history, not as a separate unit, but as an integral part of American history. This committee will urge Dr. Byerly, Assistant Superintendent in charge of curriculum, to adopt Land of the Free for secondary schools on a city-wide basis.

B. This committee intends to bring pressure upon Dr. Kalish in order to assure the allocation and usage of the Doubleday Zenith Series--a Board of Education approved series which is not being fully utilized in our schools. This committee further intends to explore the possibility of utilizing the funds available through the Discretionary Development Fund for purposes of purchasing the Doubleday Zenith Series.

Proposal VI

This committee further feels that the Board of Education must reorganize the Eastern Senior High Constellation into a modified Princeton Plan along the lines of the Greenburgh No. 8 plan.

A. We suggest that Duffield Elementary School become the junior high school for the area; Chrysler--kindergarten to first; Bellvue--fourth to fifth; Harris--second to third; and Bunche--sixth to seventh.

B. Miller Junior High can be used for administrative or recreational purposes.

C. We strongly feel that the quality of education will be greatly improved if all the children use all of the facilities in the area.

Recommendation

Whereas it is the stated desire of Dr. Harold Karbel, Administrator of the Miller Demonstration Project, that he be fully aware of all of the implications of the situation inside of the physical plant of Miller Junior High, and

Whereas, the present location of the offices of said Miller Demonstration Project are currently housed at the Eastern Senior High School,

Therefore, we feel that the prestige of the Miller Demonstration Project will be greatly enhanced if this discrepancy is corrected. We therefore strongly recommend that the offices of the Miller Demonstration

Project be relocated at the Miller Junior High thereby contributing to the enhancement of the ideals of the Miller Demonstration Project.

Target Dates

1. September--bring before Miller Advisory Council for approval.
2. September--bring to attention of Dr. Harold Karbel and Dr. Martin Kalish. Request their appearance at October PTA meeting.
3. September--bring before program committee of the Miller PTA, for approval of the October meeting of the Miller PTA.
4. October--meeting of Miller PTA.
5. Regular sessions with Dr. Karbel for progress reports and follow-ups. This may be accomplished through the regular meetings of the Miller Advisory Council.

Group 4--Pupil Integration for Purposes of Quality Education

Background

Lessenger and Webber Junior High Schools have engaged in several Shared Experiences, funded under Project II. The exchanges between these two schools and the Shared Experiences have been successful. The pupil population of the Lessenger School is all white, with perhaps three or four Negro students. The teaching staff has three Negroes. Webber's pupil population is all Negro with, at present, two white students. The teaching staff is an integrated one.

Overview

The best method of preparing students for life in an integrated society is to give them a quality education in an integrated setting.

In spite of gains made in equal rights and integration throughout the community, the city remains divided along racial lines in its housing pattern. For this reason, it is evident that there is a need for a planned integrated quality education project. Such a program involving the Lessenger and Webber Junior High Schools is proposed herein.

Implementation

The following plan is submitted to Superintendent Norman Drachler, to Field Executive Thomas Monroe, to Lessenger Principal Margaret McNamara, and to Webber Principal William S. Billups for consideration and approval.

Each school contains the eighth and ninth grades and has approximately the same pupil enrollment. It is suggested that one of the two schools involved be reorganized to house the entire ninth grade of both areas. This plan would become effective for the spring semester of 1967.

As an alternative, the same idea could be effected by having 50 percent of the population of both grades of each school rescheduled for attendance in the other school.

Travel time between the schools is approximately 20 to 25 minutes and a direct D.S.R. service is readily accessible. As this is to be a Shared Experience endeavor, Project II funds should be made available for those students who are not able to afford the fare.

It is further suggested that changes and exchanges in staff between the two schools be effected that will lead to the best use of the skills needed.

The steering committee for the project would be composed of parents from both schools, administrators involved, participants in the De Facto Segregation Institute, along with the original members of the Project II, and a counselor from each school. Its purpose will be to develop the format for the presentation of the objectives of the Project to the staffs and the communities of both schools.

Within two weeks after approval of this Project, the parents and staffs of both schools would meet and be presented with this Project. It should be made clear that this is a Board of Education program and that it is presented by the steering committee in order that those present may share in the planning.

### Curriculum

The success of this Project will necessitate changes in the school curriculum.

A. Using the resources of Dr. Fort, Dr. Greene, Dr. Henderson and others, instructional materials such as textbooks, supplementary materials and library materials should be changed to improve quality and to accurately reflect the role of the Negro and other minorities in this country.

B. The content of the curriculum must deal realistically with American history and contemporary society.

It is envisioned that appropriate federal funds will be used to help train teachers and institute workshops for improvement as is needed.

The steering committee will call future meetings and will assist in evaluation.

### Extending the Program

The following semester, we recommend that ways be found to integrate the whole region for the purpose of integrated quality education and that by spring of 1968, the whole school system find methods of integration for the same purpose.

## Group 5--Recommendations

This year marks the 12th anniversary of the historic United States Supreme Court decision in the Brown Case requiring the desegregation of the public schools of the United States "with all deliberate speed." This decision was based on the research of Professor Kenneth Clark which demonstrated that separate education cannot be equal.

During this period the California Supreme Court in Jackson vs. Pasadena declared that local school districts were required to make positive and significant efforts to desegregate their schools whether or not that segregation had been by intent or inheritance.

The Michigan State Board of Education is on record as a matter of policy to encourage the elimination of de facto segregation wherever it exists in this state.

The Board of Education of the City of Detroit has affirmed its abhorrance of racial segregation and unequal education in the schools of its jurisdiction.

Nevertheless, for 12 long years, the Detroit Public Schools have met their obligations under the law by token compliance in terms of remedial and special programs for inner-city children, by superficial compensatory programs; by Project No. 1 to preserve integration among a small group in a select area; by Project No. 2, a limited program of "visitation and activities" between a few junior high schools and involving a minuscule number of students. The total Detroit answer to the new material direction has in effect, if not intent, been token. This token "aspirinlike" medication applied to a cancerous educational blight is too little, too slow, and almost too late. It is suicidal.

Therefore, Group 5 recommends the following to the Detroit Board of Education, with the good offices of the State Civil Rights Commission:

A. A massive school-community study of ways of desegregating the Detroit Public Schools and simultaneously developing an excellent educational program for every student.

   1. All elements of the community, parents, students, the entire citizenry and school staff of all categories shall be represented.
   2. The consulting help of an integrated resource team shall be used throughout, comprising personnel of the caliber and orientation of Dr. John Hope Franklin, Dr. Rachel Weddington, Dr. Kenneth Clark, Dr. Max Wolff, Dr. George Fitch, preferably these five if available.
   3. A time limit of six months shall be set for completion of the action study.
   4. At that time, specific recommendations shall be transmitted to the Board of Education for further transmittal to total staff and community to appraise and amend.
   5. The Board shall reach its policy decision in collaboration with the total community.
   6. Implementation of the New Board Policy shall be inaugurated beginning July 1, 1967.

B. Every means shall be availed of in impressing the Board of Education with the critical importance of giving full hearing to this proposal. The means shall include an all-out effort to achieve the full and aggressive support of the Detroit Federation of Teachers, the various community, religious, civic, civil rights, labor, fraternal organizations and groups which this Institute and this group can contact collectively and individually. They shall also include key leaders of the national, regional, local governments, including the national and state Civil Rights Commissions, the governor of this state and the mayor of Detroit.

C. Within the context of this massive effort to desegregate the Detroit Public Schools, this group recommends continuing the preparatory effort of Project No. 2 system-wide and by Durfee Junior High School with the following amendments derived from the uneven and traumatic experience of that project in its embryonic and unplanned state.

1. The involvement of staffs, students and parents in the paired schools to develop the program from inception to end.
2. The inauguration of exchange learning experiences involving all students of each school in social studies and/or English for two hours each week whether within schools or in exchange situations in a self-developed unit of study on problems of Detroit with entire focus on de facto segregation in the Detroit Public Schools and ways of eliminating and ameliorating it.
3. A variety of joint "paired school" after-school activities in art, literature, science as planned by teachers, students, and parents concerned.
4. The joint selection of textbooks which help develop the TRUTHFUL background needed for this joint action experience.

Group 5 further recommends these actions to follow-up:

A. A group meeting the second Saturday in November to look at progress on the summer recommendations.

B. A general Institute meeting the Saturday after Thanksgiving Day to assess programs toward developing a massive desegregation plan for the entire city of Detroit, and to assess progress as to all other Institute recommendations.

C. That this group and other interested groups in this Institute serve as a continuing leadership and watchdog group to ensure full and complete hearing for this comprehensive approach to desegregation of the Detroit Public Schools and concurrent upgrading of educational opportunity for every child with focus upon those inner-city children long shut-out from their educational birthright.

D. At the group meetings we request the following consultants:

   1. Student leaders from inner-city to include leaders of Northern and Southeastern High School protests or their selected representatives.

   2. Leaders from the inner-city representing all elements of the community.

   3. Professionals chosen by their groups on advice of this Institute and of the inner-city community.

E. At the Institute-wide meeting, we want the following consultants:

   1. Student leaders from the inner-city to include leaders of the Northern and Southeastern School protests or their selected representatives.

2. Community leaders from the inner city.
3. Professionals chosen by Institute participants on advice of the inner-city community.

We further suggest that:

A. The follow-up meetings be work meetings.

B. The general large meetings where we talked at be held to the bare essentials.

Group 6

We the members of Institute 169, Problems Incident to De Facto School Segregation, representing the school districts of Detroit, Oak Park, and Ypsilanti, do declare the following statements and proposals to end the present racial segregation of the schools in the State of Michigan.

WHEREAS, the United States Supreme Court, in the case of Brown vs. Board of Education ruled: "that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

WHEREAS, the Michigan Constitution of 1963 provides that no person shall be denied the enjoyment of his civil or political rights or be discriminated against in the exercise thereof because of religion, race, color, or national origin, and

WHEREAS, the State Board of Education has a constitutional charge to provide leadership and general supervision over all public education and has thus an important role in implementing this precious right guaranteed by the Michigan Constitution, and

WHEREAS, it is the declared policy of the Department of Public Instruction, now the Department of Education, the de facto racial segregation in public schools is to be opposed and eliminated as stated in the Department's publication No. 541 prepared in cooperation with the State Advisory Committee on Equal Educational Opportunity in 1964, and

WHEREAS, the State Board of Education issued jointly with the Michigan Civil Rights Commission a strong statement on their position on every citizen's right to an equal educational opportunity and further proposed that creative efforts by individual school districts be made, therefore, be it

RESOLVED, that the State Board of Education instruct the Department of Education to assign appropriate staff whose job it shall be to implement the Board's policy on de facto segregation in Michigan's schools, working cooperatively with local school authorities, and that

BE IT FURTHER RESOLVED, that the Boards of Education of the Cities of Detroit, Oak Park and Ypsilanti instruct their superintendents to assign appropriate staff whose job it shall be to implement policies to end de facto segregation, and that

BE IT FURTHER RESOLVED, that the Board of Education accept these proposals submitted by we the members of this Institute to end unequal opportunities in the school districts mentioned above.

Action Proposals of Team No. 6, Maybee-Alger Team

1. We strongly recommend Project II funds for our schools.
    - A. We request that we be paired with a school interested in the goals of quality integrated education.
    - B. We demand that there be a unit on Negro history for both schools included in the regular program during school hours.
    - C. We suggest that all trips or projects under Project II be curriculum based.

D. We request that both schools plan together all trips or projects under Project II.

2. In any regions where the following program is not functioning, we urge that there be monthly assembly programs for parents in the evening for children during the regular school day. We will use the "Fourth R" for references and suggestions for these assemblies. In this program the community would be enriched by the presence of successful community leaders (Negro and White) giving stimulating talks, movies, lectures, etc.

3. We demand that school committees be formed to serve the total school such as Building Committees, Curriculum Committees, Teacher-Parent Committees, etc.

   A. The Curriculum Committee shall evaluate the present curriculum and suggest changes. The committee should work closely with the regional curriculum coordinator. If there is not a coordinator for each region, one shall be appointed immediately.

   B. The Building Committee shall check the building for obvious inadequacies such as poor lighting, rodents, roaches, etc. When deficiencies are discovered, the Board should be notified and requested to correct immediately. If corrections are not made, then the committee will immediately notify outside organizations to prod the Board into action.

   C. The Curriculum Committee shall also evaluate the present primary unit and give recommendations that will improve the primary unit. The curriculum coordinators are to keep a close check on the practices relaced to the primary unit in all schools under his jurisdiction.

D. We strongly recommend that all committees in the building be nominated and elected by the staff and not appointed by the principal.

4. We urge that the school leadership work closely with T.A.P. and other existing programs.
5. We demand that all schools in which over 50 percent of the children come from homes which receive public assistance be given special services financed by the Poverty Program. These services will include medical, social, legal, and educational. These can be permanently placed in the school or they can be mobile units which come to the school two or three times a week.
6. We suggest that the school services agent be allowed to plan her own program and not be given clerical jobs by the principal.
7. We recommend that our schools become a part of the great cities project and that we have a community agent assigned to our schools.
8. If student aids are used in the building, we demand that the teacher be instructed on the proper training of these aids.
9. We urge that each high school constellation have a testing consultant to assist teachers in properly evaluating the tests given in the schools.
10. We request teachers to write letters to Ginn and Company, demanding multiethnic texts. We also request teachers to

write letters to the Board of Education demanding multi-ethnic texts.

11. We recommend that textbooks be identical in all schools.
12. We demand that services be equal and identical in all schools except schools in poverty areas where they may have additional services but never fewer services.
13. We strongly recommend that there be a city-wide Teacher's Institute, planned for January, 1967, on Negro history. Additional institutes should be held which would include other ethnic groups which have contributed to American history. We suggest that this is the city-wide topic for the next Teacher's Institute.
14. We urge the Board of Education to appoint a committee of professional and lay people to evaluate the special education program. These recommendations must be followed by the Board.
15. We urge the Board to request funds under the C Title IV of the Civil Rights Act to police and implement all desegregation projects.
16. We recommend that social promotion as practiced in the Detroit Public Schools be investigated and alternatives to social promotion be implemented.
17. We request that all teachers who have been placed in buildings to achieve a racial balance should be allowed to remain in those schools, if they so desire, and are not to be forced to move under the three-year policy. All teachers who have been transferred within the last year should be contacted

and allowed to return to their first school if they desire.

18. We strongly urge the State Board of Education to reassign district lines within the tri-county area (Wayne, Oakland and Macomb) so that each school will represent the racial, socio-economic and ethnic composition of the entire tri-county area.

19. In the meantime, Region 6 should redesignate its schools, pairing Negro schools with White schools in the following manner:

| School | Grades | School | Grades |
|---|---|---|---|
| Osborn High School | 11 and 12 | Palmer | k-1 |
| Northern High School | 9 and 10 | Trix | k-3 |
| Hutchins | 8 | Pulaski | 4-5 |
| Sherrard | | Law | 4-5 |
| Von Steuben | 6 | Grant | 4-5 |
| Alger | 4-5 | Wilkins | k-3 |
| Crosman | k-3 | Pierce | k-2 |
| Breitmeyer | k-3 | Fleming | 4-5 |
| Maybee | 1-3 | Sanders | 2-3 |
| Doty | 4-5 | Moore | k |
| Dwyer | 3-5 | Richards | 4-5 |
| Fairbanks | k-3 | | |

In addition to the above, we propose that space be found for a special school for vocational training and compensatory education for those high school students unable to find a job.

20. Dr. Leibson will be used as a resource person to help implement these programs.

21. There shall be instituted in all Region 2 schools a strong public relations program. In order to assure the effectiveness of this program, a committee shall be formed which would include the field executive, principals from paired schools, P.T.A. representatives, ministers, members of

human relations council, and other interested leaders; would receive invitations to the planning sessions and shall be worked out at this initial meeting; and we recommend that Margaret Ashworth assume the responsibility for making the necessary arrangements for the first session.

22. Teachers and administrative staff who live outside of their school community should be required to live in the community in which they work for at least one weekend a semester. Arrangements should be made for teachers to reside in the home of one of the students and to visit the homes, churches, community organizations, of the people within their community. This will be an item on the agenda of the first meeting of the steering committee.

23. A predominantly or all-Negro school should be paired with a predominantly White school. All schools in Region 2 shall be included in Project II.

(See attached appendix for racial composition of schools in Regions 2 and 6.)

## Region No. 6

## Student Area Racial Count

## October, 1965

| Name of School | White | Negro | Other | Total |
|---|---|---|---|---|
| Osborn High | 2,726 | 110 | 7 | 2,843 |
| Northern High | 31 | 2,237 | 1 | 2,269 |
| Hutchins | 25 | 1,802 | 8 | 1,835 |
| Sherrard | --- | 688 | --- | 688 |
| Von Steuben | 1,023 | 1 | 3 | 1,027 |
| Alger | 1 | 646 | --- | 647 |
| Trix | 535 | --- | --- | 535 |
| Crosman | 8 | 1,379 | 6 | 1,393 |
| Pulaski | 773 | 18 | --- | 791 |
| Breitmeyer | 1 | 559 | --- | 560 |
| Law | 348 | 6 | 4 | 358 |
| Maybee | 1 | 607 | --- | 608 |
| Grant | 805 | 80 | 10 | 895 |
| Moore | --- | 552 | --- | 552 |
| Doty | 16 | 921 | 5 | 942 |
| Wilkins | 775 | 5 | 7 | 787 |
| Dwyer | 6 | 1,056 | 2 | 1,064 |
| Pierce | 218 | 280 | 9 | 507 |
| Fairbanks | 70 | 627 | 6 | 703 |
| Fleming | 571 | --- | --- | 571 |
| Palmer | 1 | 619 | --- | 620 |
| Sanders | 11 | 1,033 | 4 | 1,048 |
| Richards | 861 | 9 | 1 | 871 |

## Region No. 2

## Northwestern High School Area

| Name of School | White | Negro | Other | Total |
|---|---|---|---|---|
| Northwestern | 12 | 2,667 | --- | 2,679 |
| McMichael Jr. High | 2 | 1,544 | 2 | 1,548 |
| Pattengill | 15 | 1,439 | 1 | 2,014 |
| Thirkell | 3 | 1,439 | 1 | 1,414 |
| Jamison | 1 | 1,412 | 11 | 1,443 |
| Angell | 9 | 1,496 | 3 | 1,508 |
| Webber Jr. High | 3 | 1,183 | --- | 1,186 |
| Goldberg | 66 | 1,377 | --- | 1,452 |
| McGraw | 9 | 1,355 | --- | 1,364 |
| Sampson | 1 | 1,276 | --- | 1,281 |
| Eastbrook | 5 | 931 | --- | 927 |
| Winger | 7 | 997 | --- | 986 |
| Woodward | 6 | 980 | --- | 986 |
| Biddle | 1 | 574 | --- | 575 |
|  | 140 | 19,184 | 34 | 14,358 |
|  | 17% | 999.1% | 0.2% |  |

## Region No. 2

## Northwestern High School Area

| Contract | White | Negro | Total |
|---|---|---|---|
| 1 | 63 | 55 | 118 |
| 2 | 37 | 35 | 72 |
| 3 | 19 | 38 | 57 |
| 4 | 21 | 28 | 49 |
| 5 | 27 | 20 | 47 |
| 6 | 20 | 26 | 46 |
| 7 | 21 | 25 | 46 |
| 8 | 13 | 31 | 44 |
| 9 | 17 | 27 | 44 |
| 10 | 11 | 28 | 39 |
| 11 | 13 | 19 | 332 |
| 12 | 13 | 17 | 30 |
| 13 | 7 | 9 | 16 |

Total No. & % of Instructional Staff

October, 1965

|  | No. | % |
|---|---|---|
| White | 7,828 | 70.2 |
| Negro | 3,292 | 29.5 |
| Others | 27 | .3 |
| Total | 11,157 |  |

Racial Composition of Instructional Staff
No. of Schools Having No Negro Teachers--3
(October, 1965)

## Group 7

I. Hiring of a Director

- A. Teaching experience, college degree, A.B., M.A.

  Sociology

  Psychology (social)

  Anthropology Major emphasis

  Social Work

  Public Relations

- B. Experience with human relations organizations
- C. Exhibit a strong self-image and willingness to fight for desegregation of the schools
- D. Committed to the cause

II. Implementation of plan adopted by the Board of Education

- A. Hiring of a director with the above qualifications
- B. Committee sent to desegregation institute by the Board; work closely with director in the implementation of plan through:
  1. Setting up a course of action with calendar dates for the (year of study) which is to be funded with federal funds
  2. Designing publicity strategy
  3. Designing action to change community attitudes and behavior
  4. Designing in-service training for teachers and administrators and non-professional staff
  5. Evaluating course for action taken, revising making recommendations.

III. Involvement of Community and Staff

A. Orientation of Staff

1. Staff should thoroughly understand plan and its implications immediately

2. Staff should be encouraged to work positively with community to encourage dialogue and implementation of plan

B. Orientation of Community

1. Large group meetings

C. These meetings should involve every segment of community and organized groups in the city on many occasions until there is understanding of plan and quality education.

D. Small groups such as P.T.A.s and citizen groups should meet with school staffs for discussions on a workshop basis to further understanding of problems and plan and commitment.

E. Panel teams should go out to other groups to promote better understanding of plan.

IV. Committee on Quality Education

A. Become an integral part of workshop planning

B. Should serve as an advisory body to director

C. Committees should at all times have representation from parents, staff and administrative levels and truly reflect a cross section of the community and staff.

V. Superintendent and Director

A. Will have to be truly committed to whatever plan is adopted and be willing to use his or their executive position to see it implemented.

VI. Additional Commitment to Plan and Philosophy

The one sentence that should be added to proposed plan or whatever plan is adopted is that "In all schools in the Inkster Public Schools, there should be a racial mixture. Quality education does not exist where segregation exists whether white or non-white."

Inkster Board of Education

Regular Meeting, August 9, 1966

Subject: Report from the Citizen's Advisory Committee for Quality Education.

It is recommended by the superintendent and the members of the Committee for Quality Education that the following report containing recommendations for integration of all the schools and improvement of the curriculum for the year 1966-67 be adopted by the Board of Education.

The subcommittee of the parent committee met on July 27 and drafted a statement which was presented to the entire Advisory Committee on Tuesday, August 2, and adopted by them with some minor revisions.

It should be pointed out that the short-range plan for desegregation, presented in Part III, is a suggested general outline and should not be considered necessarily as a fixed plan from which no deviations can be made. During the process of planning, we may need to change some aspects of this plan. Such flexibility should be allowed.

It is planned that the Committee will be expanded to include as many interested people as wish to serve.

I. Developed philosophy first

Plan above will become fact in 1967

Building to be built this year.

II. 79.9 pupils are Negro

90.7 teachers are Negro

III. Historical background

Michigan Avenue divided

7 Etc. schools

2 are 99% C

4 are 99% N

1 attempt to integrate (junior high) will be located north of Michigan Avenue

Administrative Staff: one white principal, rest Negro. Most Board members are Negro.

## Citizens Advisory Committee for Quality Education in the Inkster Public Schools

Report of Subcommittee on Planning

The planning committee appointed at the meeting of the citizens advisory committee for quality education in the City of Inkster on July 25, 1966, submits the following proposals as its recommendations to the parent committee for consideration and recommendation to the Inkster Board of Education.

Part I

We heartily agree with the concern expressed by the Board of Education as to the need for some immediate action to improve the quality of education offered in the schools of this district. We have carefully considered the Board's concern, reports Mrs. Rehberg, Mrs. Muir, Dr. Leibson and the Desegregation Advisory Committee Workshop members, the basic philosophy adopted by the Board of Education and the Citizens Advisory Committee, the projected enrollment in the schools of the district for the next five years, and we have been guided by the recommendations of the Citizens Advisory Committee. We believe that the following recommendations are in keeping with the basic philosophy of the Board of Education as well as the philosophy involved in the progressive concepts of quality education current in many parts of our nation.

## Part II

WE BELIEVE--

That the curriculum in all our schools can and should be substantially and continuously improved. This improvement must take place despite all difficulties arising from limited finances, composition and growth of the community, problems and attitudes and all other circumstances which we may encounter. Such desired improvement will require deliberation, study and persistent effort.

WE BELIEVE--

That we can and should plan greater and more efficient utilization of our present and planned facilities. With the rapid changes taking place in our general society and the growing cost of buildings, we must seek maximum efficiency in the utilization of buildings and equipment.

WE RECOMMEND--SHORT-RANGE PLAN--

In keeping with the above philosophy and beliefs and with confidence in our Board of Education and the staff, we therefore recommend as a suggested general outline, the following:

1. That throughout the school year 1966-67 extensive study be given and specific plans be made to improve the curriculum and staffing in all our schools for children of all age levels in careful preparation for a general revision in the organization of schools for the educational program throughout

the district.

2. That immediate steps be taken and every possible effort made to secure a federal and/or foundation planning grant in order that the studies and planning in Recommendation No. 1 be not encumbered by the lack of adequate personnel or funds.
3. That a qualified person be appointed immediately to proceed as "Acting Director of Planning" until such time as funds are secured and a director employed.
4. That workshops for teaching and non-teaching personnel throughout the district and for the general public be conducted at regularly scheduled intervals throughout the year 1966-67 to cover all aspects of the proposed program, including: (a) child development, (b) human relations, (c) expansion of program--day and year, as embodied in the community school concept, (d) curriculum and facilities development, and all phases of the proposed plan.
5. That the following reorganization of schools in the district be implemented in September, 1967:
    a. All children of kindergarten age attend the Child Development Center to be established at Lincoln School.
    b. All children (roughly) west of Middlebelt Road in grades one through three attend Frazier and Parkwood Schools.
    c. All children (roughly) east of Middlebelt Road in grades one through three attend Brake and Douglass Schools.
    d. All children (roughly) west of Middlebelt Road in grades four and five attend Woodson School.
    e. All children (roughly) east of Middlebelt Road in grades

four and five attend Carver School.

f. All Children in grades six and seven attend Fellrath School.

g. All children in grades eight and nine attend the new school building.

h. All children in grades ten through twelve attend the Inkster High School.

i. All children, regardless of neighborhood, be assigned to whatever school or class will provide the best cross-section of the social, economic, ethnic and racial composition of the community.

6. This plan is a suggested general outline and subject to alterations.

Part IV

Recognizing all the facts, the above plan envisions a program of quality education that is in keeping with the best concepts being supported by leading educators across the nation. In the face of limited finances within the district, we must depend upon federal and all other outside funds that are available. The requirements of state and federal laws dictate that in order to qualify for these funds, we must plan and seek to provide the type and quality of educational program that is designed to give the maximum educational advantages to all the children of the community. Such a program requires the integration of students and staff.

Part V

WE RECOMMEND--LONG-RANGE PLAN--

That, beginning in September, 1966, extensive and continuous study be made to explore every possibility of expanding the school community to include adjacent school districts and that this expansion be pursued as the next step in our long-range planning for quality education within the general community.

School Desegregation Suggestions for River Rouge

A. Curriculum Materials and Projects

1. It was strongly suggested we set up various projects and units for shared learning experiences between children in early grades so that communication between children may take place continuously.
2. It was suggested that a recent bibliography put out by the State Committee on Elementary Education be used for purchase of materials for all schools, and that the professional staff search out materials for use with children on all levels.
3. It was suggested we use films, sound filmstrip, and other audio-visual instructional materials--one suggested the film, "Doom for Failure."
4. It was suggested the schools take the initiative in helping to change attitudes of the lay population through programs of parent-teacher associations.
5. It was suggested our athletic groups in elementary schools be "mixed."

B. Integration of Staffs

1. It was suggested we start a policy concerned with rotation of certified and non-certified staff possibly every four years. Also, we hire all teachers for any building in

the district in a continuous process. Another idea is that teachers in the system be given an opportunity to move to any school when vacancies occur--retirement, resignation, etc.

2. It was strongly suggested we conduct a workshop in the River Rouge District dealing with this whole area, and making its outgrowth guidelines pertinent to our own district.
3. Exchange of staff members at various times on an extended stay in team schools--this gives all a chance to see it can work.

C. Integration of Pupils

1. It was suggested that we overcome the railroad boundary myth by building an overpass, government financed, spanning the New York Central Railroad--the distance would be a matter of ten minutes walk between neighborhood areas.
2. It was suggested we initiate an open-enrollment school policy--first come, first served basis.
3. It was suggested we change back the attendance area for the Dunn School suddenly changed by the Board of Education in September, 1955.
4. It was suggested we initiate a system of campus schools, and possibly construct a junior high school for all students. The following plan was favored in this Institute:
    a. Walter White to house grades 1-4

b. Dunn to house grades 5-6

c. Northrup to house grades 7-8

d. Ann Visger to house grades 9-10

e. Senior high school to house grades 11-12. This school is already integrated.

### Recommendations for Sumpter School District

Sumpter School District is a poverty area where the racial composition of pupils is 50 percent Negro and 50 percent White, which creates a desegregated situation in structure only.

These students' school experiences are unlimited, but after-school contacts are not strengthened. Yet they are a part of a total society which is multi-racial and will be entering an adult world where contacts with individuals of another race will be the usual pattern.

Recognizing that the best way to prepare students for life in an integrated society is to educate them in an integrated setting; therefore, the district should focus its attention on quality education, which will change the attitudes of the community.

In the past quality education did not prevail because of poorly organized curriculum, no community involvement, inadequate appropriation of funds, and every year a large turnover of teachers.

Plans for implementing the program conducted by the school shall strengthen the basic learning of the school curriculum. Every child will acquire a working realistic knowledge of varying historical cultures and develop a respect for racial, cultural and religious differences.

Some of the following activities for students will conduct a cooperative program involving pupils from different races:

1. Bulletin board--pictures depicting images of both Negroes and Whites and all racial groups.
2. Assembly programs prepared with students of all races, presented for pupils and parents.
3. Parent-child classes organized around special interest; for example, father and son team in woodworking and electricity; mother-daughter team could learn sewing, cooking, etc.
4. Participation of racial mixture of students in the Student Council.
5. After-school special ability or remedial classes organized to serve students from all races.

Plans to strengthen community involvement could be developed between staff and parent groups.

1. Joint parent-teacher workshops to discuss community problems, educational problems, intergroup relations, etc.
2. Utilization of community resources in the school area for students; for example, a trip through local business.
3. Utilization of the skills of parents on a volunteer basis; for example, parents might be willing to volunteer their services in the school as teacher aids, tutors, clerical assistants, etc.

Periodic evaluation should be made so that the benefits to children can be assessed.

### Group 8

Whereas the educational opportunity provided for children in Detroit is grossly unequal, and

Whereas too many children in Detroit schools are locked into inferior schools by poverty and prejudice, and

Whereas efforts are too often concentrated on adjusting the child to the system, and too little geared to providing a school system that will have meaning to the child, and

Whereas the widening gap between inner-city schools and affluent suburban schools, as well as the inequity of geographic distribution of wealth, are reflected in the disparities of per pupil expenditure, which range from $265 per pupil in rural Georgia, to $869 in New York, from $500 in Detroit to $1,304 in Greenburg No. 8, and

Whereas we the members of Group 8 of Wayne State University De Facto Segregation Institute, August 8-25, 1966, as the guests of the lecturers' information, our own professional experiences and judgment, do hereby resolve that:

1. Each member shall present to the bargaining agent in his/her building a mandate that the following be included in the bargaining package with the Board of Education:
    A. The provision that until such time that publishers do produce and the Board of Education does adopt educational materials which report history accurately, including the contributions of all groups, particularly those of the Negro, that Negro history and culture be taught as an integral part of the curriculum from kindergarten through the twelfth grade.
    B. That all material of the Board of Education be updated to compensate for the omissions and distortions of the past.
    C. That provisions be made for the acquisition of appropriate

textbooks and supplementary materials to effectively implement the teaching of Negro history and culture.

D. That all present educational material that contains information offensive to any ethnic group be removed immediately from the system.

E. That the Board of Education provide for in-service training for teachers to ensure effective teaching of Negro history.

F. That the Board of Education sponsor educational television programs on Negro history as a means of:

1. Instructing students
2. Additional in-service training for teachers.

It is recommended that this mandate or resolution be presented to the building union representative at the first meeting in September and a request of the action taken be presented at a school-wide meeting by October of 1966.

2. There shall be a board policy requiring that all principals write a report (annually) on what has been done in his building in the area of Negro history.

   A. Include in the bargaining package.

   B. Release through press and publications of the Board and teacher organizations, a list of activities used city-wide. Urge continued action.

   C. A committee established in each building to evaluate what has been done.

   D. Principals required to submit an annual report.

3. There shall be a State Board of Education policy requiring all

texts, basic and supplemental, be multi-racial in content. This requirement should apply to all districts in the state if funding is to be continued.

   A. The State Board of Education list as approved only those texts, basic and supplemental, which are multi-ethnic in character and content.

   B. There should be a departmental committee set up to make regular checks in all districts to see that multi-racial texts are being used.

   C. State funding of school districts should be contingent upon compliance of school districts.

   D. Copy of these resolutions be sent to the State Board of Education.

4. All approved supplemental book lists should be reviewed, and those books not appearing on the school librarian's approved order list should be placed there.

   A. All books appearing on supplemental book lists in various subject areas should in turn be reviewed by the library department and placed on their approved list by December, 1966.

   B. Provisions must be made for additional supplementary materials not on current approved lists to be reviewed and approved by the Board of Education upon request or petition from concerned parents and teachers.

5. The three-year teacher transfer policy should be discontinued. It has not succeeded as a staff integrating technique, but has served to perpetuate and accentuate a poor quality of education

in the ghetto schools:

A. Union representatives should be charged with the responsibility to present the proposal to the union for inclusion in the bargaining package for 1967.

B. Other suggestions for staff integration should be reviewed.

C. A written copy of the proposal should be sent to the Detroit Board of Education.

6. The Board of Education should devise and put into effect a plan for desegregating the schools immediately. In this connection, it should make use of the available funds to engage the services of Dr. Max Wolff, or some other consultant of equal quality to study the Detroit system in regards to the feasibility of educational parks or any other plan.

Implementation:

A. Representatives from each of the Institute teams should meet with the Board of Education and other personnel to discuss merits of suggested plans. Implementation by September, 1967.

B. Plan parent-teacher workshops using tapes, consultants, and other available resources to put pressure on the Board should take place in September, 1966.

C. Building representatives should be charged with the responsibility of presenting to the union bargaining committee, this proposal for inclusion in the next bargaining package.

D. Pressure should be brought to bear on planning commission that urban renewal plans should take into consideration integrated school planning.

   E. Building representatives should be charged with the responsibility of presenting the proposal of required racial balance in proportion of at least 20 to 45 percent in connection with the plans for desegregation.

7. In the area of school building construction, no new construction should be allowed if, as under present neighborhood school conditions, it would perpetuate a segregated condition.
8. Every elementary school in Detroit should have a guidance counselor to help raise the career aspirations of the children.
   A. The Board should be requested to supply a guidance counselor in each elementary school by September, 1967.
   B. Building representatives should be charged with the responsibility of presenting proposals to bargaining committee for inclusion in bargaining package.
   C. Provision should be made for regional workshops on problems pertaining to de facto segregation. Attendance by administrators and teachers should be mandatory.
   D. Annual Institute Day plans should include workshops or meetings pertaining to the issue of de facto segregation and plans for integrating schools.

## SUMMARY

The experience of conducting an Institute to attempt to promote school desegregation has led me to believe that the Institute can serve only as a readiness vehicle. The decision to desegregate a school system rests with school officials and community pressure groups. I fear that significant alterations in large school systems are past the time of reality. Massive inter-governmental efforts will be required to achieve a multi-racial school system in the great metropolitan areas. Educational Parks may provide some measure of relief, but even these must cut across district lines to be effective.

Thus in institutes focused upon multi-racial districts in the metropolitan area, if the present trend remains, there will be greater racial concentrations and the cry of the militants of the right and left will be attained. There will be black schools for black students and white schools for white students and a divided nation. The business of school desegregation in the North is the white man's business, and I'm afraid it is too late for him to tend to business in the usual way. Now is the time for whites to go to the black community and ask for help. The kind of help which will serve this great nation.

Detroit is a city which had one of the best racial climates in the nation. School officials viewed desegregation as an impossibility. The thought of continued destruction and antipathy is impossible for me. These are hard lessons to learn, but I don't believe that this nation is ready or willing to go all out to create a climate for human dignity. What it will take is a view in which the black man is seen as being of equal worth and power. No amount of condescension or welfare will ameliorate the situation. Pick out some of the most militant leaders, listen to what they say and see what type of compromise can be negotiated. This appears to be the sole source of hope. Communication has not been cut off--yet. But it will be unless there is forthright action--NOW!